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ABSTRACT

This directory lists selected early childhood projects sponsored by the Office of Special Education and Rehabilitative Services (OSERS). An introduction provides an overview of OSERS' early childhood programs, their purposes and activities, and a brief discussion of the implications of Public Law 99-457. The "Directory of Projects" provides a state-by-state listing of projects, state personnel administering the projects, and state chairpersons of the Interagency Coordinating Councils. An abstracts section provides descriptions of the projects, organized according to project category and subcategory. Two indexes provide access to project abstracts by state and by program category and subcategories. Program categories are as follows, with subcategories in parentheses: (1) Handicapped Children's Early Education Program (HCEEP) demonstration projects (community involvement, experimental/compensatory, inservice training, integrated preschool, least restrictive environment, methodology for infants/toddlers with severe handicaps, non-directed/experimental, severely handicapped infants); (2) HCEEP outreach projects (national outreach, state outreach); (3) Division of Educational Services grants (research institutes, Technical Assistance Center); (4) Division of Innovation and Development grants (field-initiated research projects, early childhood projects, Policy Research Institute, school practices); (5) Division of Personnel Preparation grants (newborn-infant personnel, preparation of leadership personnel, preparation of special educators, rural special projects, special projects); and (6) National Institute on Disability and Rehabilitation Research grants (fellowships, field research projects, innovative research projects, research and demonstration projects, research and training centers, small business innovation research grants.) (JDD)

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1988–1989 DIRECTORY

OF SELECTED EARLY CHILDHOOD PROGRAMS

sponsored by the
Office of Special Education and
Rehabilitative Services (OSERS),
U.S. Department of Education

produced for OSERS by NEC*TAS
The National Early Childhood
Technical Assistance System

EC 221335

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1988–1989 DIRECTORY

OF SELECTED EARLY CHILDHOOD PROGRAMS

Edited by Marcia J. Decker

NEC*TAS is a collaborative system
coordinated by

Frank Porter Graham Child Development Center,
The University of North Carolina at Chapel Hill

with

Department of Special Education, University of Hawaii at Manoa
Georgetown University Child Development Center
National Association of State Directors of Special Education (NASDSE)
National Center for Clinical Infant Programs (NCCIP)
National Network of Parent Centers, Inc.

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The National Early Childhood Technical Assistance System (NEC*TAS) is a collaborative system coordinated by the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill. The address of the coordinating office is NEC*TAS, CB# 8040, Suite 500 NCNB Plaza, Chapel Hill, NC 27599-8040; telephone number (919) 962-2001.

September 1989

Managing Editor: Marcia J. Decker
Production: Becky James, Evelyn Shaw, Patricia Merrill
Research: Evelyn Shaw, Martha Beach, Trish Isbell
Cover Design: Marcia J. Decker

NEC*TAS Director and Principal Investigator: Pascal L. Trohanis
Contracting Officer's Technical Representative (OSEP): Jim Hamilton
Contracts Specialist, U.S. Department of Education: Doug Mason

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PREFACE AND USER'S GUIDE

Preface

This document, produced by the National Early Childhood Technical Assistance System (NEC*TAS) for the U.S. Department of Education, is a directory of selected early childhood projects sponsored by the Office of Special Education and Rehabilitative Programs (OSERS). Included among the projects covered are project grants under the National Institute on Disability and Rehabilitation Research (NIDRR) and projects grants in three program categories under the Office of Special Education Programs (OSEP): the Division of Innovation and Development (DID), the Division of Personnel Preparation (DPP), and the Division of Educational Services (DES), including the Handicapped Children's Early Education Program (HCEEP). The Directory also lists key state personnel who administer the Preschool Grants Program (Section 619 of Part B) and the Program for Handicapped Infants and Toddlers (Part H), as well as the chairs of the state Interagency Coordinating Councils (ICCs), under the Education of the Handicapped Act, as amended by Public Law 99-457.

The Directory is organized into four sections:

* The **Introduction** provides an overview of OSERS' early childhood programs, their purposes and activities, and a brief discussion of the implications of P.L. 99-457 for federal and state efforts in planning and implementing early childhood education and related services.

* The **Directory** section provides a state-by-state listing of projects, state personnel administering Section 619 and Part H, and state ICC chairs (including address, telephone number, and, for state personnel, SpecialNet User Name) for the 50 states and 10 other governing entities (e.g., Guam, Puerto Rico, District of Columbia).

* The **Abstracts** section provides half-page abstracts for each of the DES, DID, DPP, and NIDRR projects, organized according to project category and subcategory.

* The **Indexes** provide two guides to project abstracts: one organized by state, the other by program category and subcategories.

The information contained in this document represents the best information available at press time. Contact information and project abstracts for DID, DPP, and NIDRR grantees were developed using information provided by OSERS and information provided directly by projects. Abstracts for HCEEP projects and DES research institutes were derived from project proposals, project-written abstracts, or, for continuing projects, from the previous year's project abstract; project addresses and personnel were confirmed at the time of the original project grant and updated regularly thereafter.

The *1988-89 Directory* is a contractual publication by NEC*TAS under its four-year agreement with OSEP. The goal of the annual directory is to provide broad-based information on federal and state activities in early childhood and related services under P.L. 99-457, for use by persons directly or indirectly involved in these efforts. Families may use this document to locate programs that are appropriate for their child's needs. Service providers may use this document for networking or collaboration with other professionals. Lawmakers, administrators and policymakers may use this document as an overview of the national network of activities sponsored by OSERS.

OSERS and NEC*TAS hope that the *1988-89 Directory* will stimulate further interest in the special needs of children with or at risk for handicaps and their families, and encourage greater national, state and local collaboration in meeting these needs.

User's Guide

The 1988-89 Directory provides descriptions of selected OSERS projects and their primary activities, and information to assist readers in contacting these projects.

Within this document, project addresses are listed separately from project abstracts. This structure provides readers with a quick overview of the projects active within a given state, while reserving maximum space in project abstracts for descriptive information. It also allows for the Directory and Abstract sections to be organized in the most useful format for reader use.

The Directory section is organized by state or governing entity, in order to provide quick reference to project addresses and telephone numbers. The Abstract section, in contrast, is organized by program category, to allow readers a comprehensive view of project activity within a given program (such as the Handicapped Children's Early Education Program). To allow for easy cross-referencing, abstracts for all projects are indexed both by state and by program category.

Each state page in the Directory section is arranged in columns, as follows:

Left-hand column: state personnel (Section 619, Part H, Chair of state Interagency Coordinating Council)

Center column: HCEEP projects and DES institutes (these may extend into the third column for states with numerous HCEEP listings)

Right-hand column: DID, DPP and NIDRR grantees (where HCEEP listings extend to the right-hand column, listings for these programs may begin on or extend to a second page)

For the convenience of readers, HCEEP projects have been subdivided into two subcategories on state pages: demonstration projects (including experimental, inservice training, and research) and outreach projects (state and national. Within program

projects are listed alphabetically by city, and within city, by project name. (See Figure 1 for an example of a directory page.)

Figure 1
Sample Directory Page

TENNESSEE

3-5 (Section 619) Contact

JoLeta Reynolds, Associate
Assistant Commissioner
Bette Berry, EC Consultant
Office for Special Education
State Department of Education
100 Cordell Hull Building
Nashville, TN 37219
(615) 741-2851
SpecialNet: TN SE

Infant/Toddler (Part H) Contact

JoLeta Reynolds, Associate
Assistant Commissioner
Sarah Wills, Part H Coord.
Office for Special Education
State Department of Education
100 Cordell Hull Building
Nashville, TN 37219
(615) 741-2851
SpecialNet: TN SE

Chair, Interagency Coord. Council

Wesley Brown
East Tennessee State University
Box 15.520A
Johnson City, TN 37614-0002
(615) 929-4192 or -5849

HCEEP Demonstration Projects

Wesley Brown, Center Director
Crystal Kaiser, Project Director
Ecological Caregiving for
Home Outcomes (ECHO)
Center for Early Childhood
East Tennessee State University
Box 15.520A
Johnson City, TN 37614-0002
(615) 929-5615 (Kaiser & project)
929-4192 (Brown)

Steve Warren, P.I.
Eva Horn, P.I.
A Comparative Analysis of Two
Approaches to Early Motor Skill
Intervention
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-8277

HCEEP Outreach Project

Steven Warren, P.I.
Donna de Stefano, Project Coord.
Tennessee Outreach Training (TOT)
Project
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-8277 (Warren)
322-8282 (de Stefano)

DID Research Grants

Ann Kaiser, P.I.
Cathy Allpert, Coordinator
Early Education Research
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 362-7479

Samuel Odom, P.I.
Social Interaction Training Programs
for Young Children with Handicaps
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-2249

DPP Grants

Dean Richey, P.I.
Rural Infant Intervention Specialist
Program (RIISP)
Tennessee Technological University
Box 5074
Cookeville, TN 38505
(615) 372-3555

Wesley Brown
Enahancing the Capacity of Physicians,
Nurses, and Social Workers to Serve
Newborn and Infant Handicapped
Children
Box 15.520A
East Tennessee State University
Johnson City, TN 37614-0002
(615) 929-5849

NIDRR Grants

Ann Kaiser, P.I.
Parents as Milieu Language Teachers
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-8186

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In the Project Abstract section, abstracts are organized according to program category, in the following order: DES grantees (HCEEP projects, research institutes, technical assistance center), DID grantees, DPP grantees, and NIDRR grantees. Within each program category, abstracts are arranged alphabetically by state, and within each state by project title. Each abstract indicates city/state location and designates the subcategory to which it belongs. Abstracts are one-half page in length and are printed two to a page. (See Figure 2 for an example of a project abstract page.) Subcategories for each program category are listed below.

HCEEP demonstration projects: Community Involvement, Experimental/Compensatory, Inservice Training, Integrated Preschool, Least Restrictive Environment, Methodology for Infants/Toddlers with Severe Disabilities, Nondirected/-Experimental, Severely Handicapped Infant

HCEEP outreach projects: National Outreach, State Outreach

DES Grantees: Research Institutes, Technical Assistance Center

DID grantees: Field Initiated Research Projects, Early Childhood Projects, Policy Research Institute, School Practices Grants

DPP grantees: Newborn-Infant Personnel Grants, Preparation of Leadership Personnel Grants, Preparation of Special Educators Grants, Rural Special Projects, Special Projects

NIDRR grantees: Fellowships, Field Research Projects, Innovative Research Projects, Research and Demonstration Projects, Research and Training Centers, Small Business Innovation Research Grants

Information in the *1988-89 Directory* may be accessed by state or by program category. Readers seeking a quick reference to abstracts for particular categories of federal programs may consult the Table of Contents to find the appropriate block of project abstracts. A more detailed guide to project abstracts is provided in Index A, which lists all projects by program category and subcategory, with city/state location of each project indicated parenthetically after the project name. Page references give both page number and placement of the abstract on the page.

Readers who wish to locate information about a given state's projects have two choices. For an overview of state activities and contact information, readers should consult the state page in the Directory section. For an overview of state activities with guide to project abstracts, readers should consult Index B, which lists projects by program category and subcategory (alphabetically by title). Page references give both page number and placement of the abstract on the page.

Figure 2
Sample Project Abstract Page

PREP (Parsons Regional Early Education Program/Outreach)

Outreach Project--State
Principal Investigator: Lee Snyder-McLean
Fiscal Agency: Bureau of Child Research, University of Kansas (Parsons, KS)

Funding Period: 1988-91
Phone: (316) 421-6550 X 1775

TARGET FOR OUTREACH SERVICES: Statewide early intervention programs.
OUTREACH SERVICES: During year one, the project will conduct a statewide survey, in conjunction with the Kansas Department of Education, the Kansas Department of Health and Environment, and the Kansas Coordinating Council for Early Childhood Developmental Ser-vices to identify needs for staff training and program development. The project will determine which training needs can be met through PREP outreach activities and will provide linkage to appropriate resources or programs to meet other needs. Staff training in model replication will be provided at ten sites through on-site workshops with follow-up telephone consultations and on-site visits. The project will collect data on the impact of outreach training on child outcomes.
DIRECT SERVICE MODEL: The PREP early intervention and curriculum program model serves children, birth to age 5 years, with handicaps, in a rural, 9-county region in southeastern Kansas. Components include a) a multidimensional curriculum, including a Generic Skills Inventory and Curriculum Guide and a companion Specific Skills Inventory and Curriculum Guide; b) a Home Carryover package; c) Joint Action Routines, an interactive treatment procedure that can be used in both center-based and home-based programming; d) a Range of Services Delivery model, designed to meet service demands in a rural area with limited resources; and e) a PREP Program Manual, providing guidelines for program organization, use of instructional materials, data collection and utilization, and general teaching principles.

Project Dakota Outreach

Outreach Project--State
Principal Investigator: Linda Kjerland
Fiscal Agency: Dakota, Inc. (Eagan, MN)

Funding Period: 1988-91
Phone: (612) 455-2335

TARGET FOR OUTREACH SERVICES: Local early intervention programs and interagency committees; state level policymakers, staff, and task forces.
OUTREACH SERVICES: The project will seek to establish family-centered, community-based early intervention policy and practices. Four types of activities are planned: 1) year-long training and technical assistance (including onsite consultations, demonstration of collaborative assessments and home/community visits, facilitated team meetings, and presentations) to a limited number of target programs to assist them in the development of mission statement, goals, operating principles, practices, and program evaluation consistent with Project Dakota; 2) awareness presentations to parents, professionals, interagency groups, and local, regional, and state groups; 3) product development and dissemination, including a birth-to-three program development manual and video; and 4) assistance to state agencies on development of guidelines, standards, definition, and quality indicators.
DIRECT SERVICE MODEL: The model employs a family-centered and community-based approach to early intervention that is responsive to the concerns, priorities, and preferences of the family. Interventions are collaboratively planned and incorporate family, staff and community resources to facilitate the child's functioning in typical settings such as family day care, playgrounds, and nursery school. The program monitors parent satisfaction with services and evaluates staff responsiveness to and collaboration with families.

INTRODUCTION

The Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education administers a variety of programs related to improving the quality and quantity of services to young children with special needs and their families. These programs sponsor demonstration, outreach, research, training, and personnel preparation projects; research institutes; and a technical assistance center.

This directory reflects selected projects operating under OSERS through the Office of Special Education Programs, Division of Personnel Preparation (DPP), Division of Innovation and Development (DID), and Division of Educational Services (DES), which includes the Handicapped Children's Early Education Program (HCEEP); and through the National Institute on Disability and Rehabilitation Research (NIDRR). This document also lists key state personnel who are responsible for administering the two state initiatives for at-risk and handicapped young children and their families under Public Law 99-457: the Preschool Grants Program (Section 619 of Part B) and the Program for Infants and Toddlers with Handicaps (Part H). Descriptions of these programs follow.

OFFICE OF SPECIAL EDUCATION PROGRAMS

Division of Educational Services (DES)

The Division of Educational Services (DES) administers a number of discretionary and formula-grant programs. Those pertaining to early childhood initiatives include state programs for infants, toddlers, and preschoolers; the Handicapped Children's Early Education Program, which includes demonstration, experimental, personnel training, and research projects; outreach projects; research institutes; and a technical assistance center.

In 1986 through P.L. 99-457, Congress approved amendments to the Education of the Handicapped Act which reauthorized existing discretionary programs and introduced new directions for federal and state efforts in early childhood special education and related services. This legislation reflects a greater emphasis on personnel training in special education and on technical assistance and dissemination efforts, and changes the nature of the state programs.

State Initiatives

State grant programs were introduced in 1976, beginning with the State Implementation Grant (SIG) program, which was designed to help state educational agencies plan for the development and expansion of early intervention services for children with handicaps. In 1984, P.L. 98-199 instituted the State Plan Grant program, which provided

funds from OSEP to state educational agencies or other appropriate state agencies for planning, developing, and implementing a comprehensive service delivery system for the provision of special education and related services to young children, birth through age 5 years, with handicaps.

The passage of P.L. 99-457 in 1986 has changed both the scope and extent of services to young children with handicaps. Services for preschool children, age 3 through 5 years, have been expanded, and a new state formula grant program has been introduced to assist states in developing early intervention services for infants and toddlers, birth through age 2 years.

Preschool Grants Program (Section 619)

The Preschool Grants program is a state formula grant authorized under Section 619 of the Education of the Handicapped Act, Part B, to encourage state and local educational agencies to expand educational services for preschool children with handicaps, age 3 through 5 years. The formula grant to a state is based on the number of identified children with handicaps, age 3 through 5 years, who receive special education and related services. For fiscal years 1987, 1988, and 1989,* states also have received bonus funds based on the estimated number of additional preschool children with handicaps who will be served in the state. Beginning in fiscal year 1988 and thereafter, states must allocate at least 75% of the grant to local educational agencies and intermediate educational units for serving preschool children with handicaps. The state may retain up to 20% of the grant for planning and developing a comprehensive statewide service delivery system and for providing direct and support services to preschoolers, age 3 through 5 years. The state may use 5% of the grant for administrative expenses.

Program for Infants and Toddlers with Handicaps (Part H)

The Program for Infants and Toddlers with Handicaps is a formula grant authorized by Part H of P.L. 99-457. The program is designed to assist states in planning, developing, and implementing coordinated, comprehensive, multidisciplinary, interagency statewide systems of early intervention services for children with handicaps, birth through age 2 years, and their families.

States wishing to participate in this program must appoint a lead agency and designate an interagency coordinating council. Activities during the initial years of participation must be designed to build a statewide system of early intervention services that, by the fourth year of participation, must include the 14 components defined by statute. These components are 1) definition of developmentally delayed; 2) timetable for services to all in need in the state; 3) comprehensive multidisciplinary evaluation of needs of children and families; 4) individualized family service plan and case management services; 5) child find and referral system; 6) public awareness; 7) a central directory of services, resources, experts, and research and demonstration projects; 8) comprehensive system of personnel development; 9) a single line of authority in a lead agency designated or established by the Governor; 10) policy pertaining to contracting or making arrangements with local service providers; 11) procedure for timely reimbursement of

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* Fiscal year 1987, 1988, and 1989 funds apply to school years 1986-87, 1987-88, and 1988-89, respectively.

funds; 12) procedural safeguards; 13) policies and procedures for personnel standards; and 14) a system for compiling data regarding the early intervention programs. The system must be implemented fully by the fifth year (and for all succeeding years) for states to continue participation in the program.

Funding for the Program for Handicapped Infants and Toddlers is based upon census figures for the number of infants and toddlers in the general population. Allocations for each state are derived from this figure, with the stipulation that no state will receive less than .5% of the funds available. Additional allocations are available for the Bureau of Indian Affairs and for the outlying areas.

Handicapped Children's Early Education Program (HCEEP)

The Handicapped Children's Early Education Program (HCEEP) was established in 1968 with a mandate to set up model demonstration projects for the delivery of special education and related services to young children with handicaps, from birth through the third grade. In congressional hearings that led to the passage of the legislation establishing HCEEP, three major needs were identified for early intervention programs: 1) the need for locally designed ways to serve infants, young children, and their families, 2) the need for more specific information on effective programs and techniques; and 3) the need for distribution of visible replicable models throughout the country.

Two major assumptions underlying HCEEP were 1) that only through early intervention with tested and successful program models could best services be provided for children with handicapping conditions, and 2) that HCEEP should provide models of services rather than be a direct service delivery program. HCEEP was intended to provide an opportunity for any public or private nonprofit organization to develop and demonstrate high-quality services for a selected group of children and their families. It also was intended to provide an opportunity to demonstrate the effectiveness of locally designed approaches and disseminate those ideas across the nation to other agencies that might choose to use the model rather than develop their own program.

Activities under the HCEEP program during the past 20 years have been multifaceted. The program began with 24 demonstration projects in 1968. HCEEP began funding outreach projects in 1972, to disseminate proven procedures and models, or components of models. Research institutes were added in 1977, to develop and analyze new information about early intervention and methods for enhancing services. To help projects and states achieve their objectives in early childhood services, HCEEP has funded technical assistance since 1971, through the Technical Assistance Development System (TADS), the Western States Technical Assistance Resource (WESTAR), the State Technical Assistance Resource Team (START), and, currently, the National Early Childhood Technical Assistance System (NEC*TAS).

Though wide geographic distribution of these projects has been emphasized throughout HCEEP's existence, the program has maintained its cohesiveness through HCEEP's growing emphasis on interagency and interproject networking. This cooperative approach, facilitated by national technical assistance, has fostered a cohesive national program and has helped to develop knowledge and expertise.

The passage of P.L. 99-457 has had a significant impact upon HCEEP activities. There is an increased need to focus upon the provision of support to states in their development of comprehensive services for infants and toddlers with handicaps, birth through age 2 years, and their families, and in the expansion of services for children with handicaps, age 3 through 5 years, and their families. HCEEP Grantees have been encouraged to coordinate their project activities with the state agency personnel responsible for administering these programs, and direct technical assistance is now provided to these agencies.

During 1988-89, HCEEP is supporting 112 projects, including 56 demonstration projects, 6 experimental projects, 18 personnel training projects, 9 research projects, and 23 outreach projects. Among these, 29 projects (19 demonstration and 10 personnel training) are in their third year of funding; 30 projects (22 demonstration and 8 personnel training) are in their second year of funding; and 53 projects (15 demonstration, 6 experimental, 9 research, and 23 outreach) are in their first year of funding. Activities of these projects are described below. [The 9 research projects are not reflected in directory or abstract listings.]

Demonstration Projects

Model demonstration projects have addressed a range of topics, including child identification and assessment; multidisciplinary intervention services for child and family; interagency collaboration in the provision of services; family and professional collaboration; inservice training for child care professionals; service delivery models; coordination with public schools; curriculum development; and evaluation of child progress. More recently, several models have begun to demonstrate services for infants with special health needs, such as Fetal Alcohol Syndrome or AIDS, and methods of collaboration between allied health and special education service providers. Projects are funded for three years, and are sponsored by private nonprofit agencies and organizations, local schools, universities, and state education agencies.

Demonstration projects have proven their effectiveness. An early study indicated that approximately 80 percent of the demonstration projects (and programs that replicated the demonstration models) continued to operate in their respective communities after their federal funding ended. The study also showed that many children learned one and one-half to two times the educational skills they would have been expected to learn without project experences. These findings indicate that many young children with handicaps are capable of making significant gains in the crucially important early years.

In 1987 HCEEP introduced priorities for demonstration projects in an effort to stimulate models in areas where new information or procedures were needed. The priorities focused on community involvement, the least restrictive environment, provision of integrated services, and services for severely handicapped infants and for infants with specific disabilities.

Experimental Projects

Projects supported under this competition design investigations that compare alternative educational practices related to early educational services. Six ongoing projects in 1988-89 are developing specific early intervention strategies and products for replication. These projects address early intervention practices, service delivery strategies,

and public policies with the potential to improve early intervention for children, birth through age 8 years. Projects receive 3 years of HCEEP funding.

Personnel Training Projects

Projects in this priority area are developing and evaluating inservice training models that will prepare professionals and paraprofessionals to provide, coordinate, or enhance early intervention, special education, and related services to infants and toddlers with handicaps and/or to preschool children with handicaps. During 1988-89, 18 ongoing projects provide inservice training for professionals and paraprofessionals already engaged in the provision of servives, who have not been trained to serve infants, toddlers, or preschoolers with handicaps. Projects receive 3 years of funding.

Research Projects

With the passage of P.L. 99-457, DES was given authority to support research projects through HCEEP. During 1988 three awards were made under the Research in Early Childhood Program Features competition. The purpose of these research projects is to compare the effectiveness of several program components for promoting language development or social development of young children with disabilities. In addition, 5 awards were made under Approaches for Instructing and Maintaining Students with Handicaps in General Education Classrooms. Projects receive 3 years of HCEEP funding.

Outreach Projects

The outreach component has two goals: 1) to promote and increase high-quality services to preschool children with handicaps, birth through age 8 years, and their families; and 2) to stimulate replication of innovative models, many of which were developed and refined during HCEEP demonstration project funding. Outreach projects engage in awareness activities; stimulation of model replication sites; training of professionals, paraprofessionals, and parents; promotion of state involvement; product development and distribution; and consultative activities. Originally, only HCEEP demonstration projects were eligible to apply for outreach funding, but with the passage of P.L. 98-199, eligibility was extended to other programs with similarly documented capabilities.

Outreach efforts have been major contributors to the networking of effective programs for young children, providing improved training and services, and building continuity and interagency/interstate collaborations. Some projects have incorporated the use of new technologies, such as videotape or computer-based instruction, while others have emphasized particular disability areas, such as sensory impairments or learning disabilities. Several projects have served as resources to state departments of education and other state agencies in their efforts to expand or improve services for infants and preschool children.

While most previous outreach funding was directed at multiple-state or national efforts, more recently funding has been provided for projects that focus on intensive dissemination and development of services within a single state and assist that state in implementing statewide services for handicapped and at-risk children and their families. During 1988-89, 9 outreach projects have a national focus, while 14 focus on individual states.

Beginning in 1988-89, the funding period for outreach projects was expanded from one to three years.

Research Institutes

The early childhood research institutes began in 1977 as a joint effort between HCEEP and the Office of Special Education Programs Research Projects Section. Their goal was to discover and disseminate information that could be used to improve services and programs for young exceptional children and their families. Since the program began, OSEP has supported ten institutes in such varied research efforts as assessing family intervention issues, exploring the relationship between environmental characteristics and child development, and assessing the cost and effectiveness of using parents and paraprofessionals to deliver intervention services.

During 1988-89, three institutes are receiving funding from OSEP. One institute, which began in 1985, is conducting research into the cost and effectiveness of early intervention. One, which began in 1987, addresses the training of personnel to work with infants with disabilities. The third, newly funded in 1988-89, focuses on interventions to assist children and families in making transitions from hospital to home, from home to preschool services, and from preschool to public school.

Technical Assistance Center

Technical assistance (TA) is an ongoing, systematic, and nonevaluative process that uses a variety of support strategies to help clients accomplish targeted goals.

The National Early Childhood Technical Assistance System (NEC*TAS), established in 1987 under P.L. 99-457, assists state agencies and other designated governing entities as they develop and expand services for handicapped and at-risk children, birth through age 8 years, and their families. Assistance also is available to HCEEP grantees. The NEC*TAS system consists of six collaborative organizations, representing multidis-ciplinary professional and parental expertise; an advisory group; and external evaluators.

The TA approach designed by NEC*TAS addresses the unique needs of each state, as well as their collective needs. NEC*TAS has conducted needs assessments and planning meetings for the 50 states, the District of Columbia, the Bureau of Indian Affairs, and eight other governing entities (American Samoa, Federated States of Micronesia, Guam, the Northern Mariana Islands, Palau, Puerto Rico, the Republic of the Marshall Islands, and the Virgin Islands). Initial needs identified by states focused on interagency coordination; child identification (including definition and eligibility criteria); family issues (including assessment, Individual Family Service Plans, case management, parent involvement, and transition); funding options; least restrictive environment; public awareness and support; and assuring qualified personnel. Based on these needs assessments, NEC*TAS has designed strategies for each state, employing such techniques as on-site consultations, telephone consultations and conference calls, resource materials and packages, topical workshops, ongoing liaison and resource referral, use of expert teams,

and the Early Childhood Bulletin Board, operated through the electronic communication system known as SpecialNet. Many of these services also are available to HCEEP grantees.

NEC*TAS provides limited services - such as materials, information referral, and networking - to selected technical assistance agencies, professionals, and parents involved in planning and developing comprehensive services for children with special needs and their families.

Division of Innovation and Development (DID)

For many years, individual research projects related to young children with disabilities have been supported in OSEP through the Research in Education of the Handicapped Program through the Field-Initiated Research competition, the Student Research competition, and other special competitions. The purpose of the program is to support research and related activities that are designed to increase knowledge and understanding of handicapping conditions, and of teaching, learning, and education-related developmental practices and services for infants, toddlers, children, and youth with handicaps.

During 1988-89, the Division of Innovation and Development (DID) administers 24 research projects with a focus on early childhood issues. These include 14 field-initiated research projects, 3 early childhood projects, 6 school practices grants, and an early childhood research institute which addresses policy development and implementation related to Part H. Nine of the 24 projects are funded through HCEEP.

Division of Personnel Preparation (DPP)

The Division of Personnel Preparation (DPP), through the Training Personnel for the Education of the Handicapped Program, assists colleges, universities, state and local agencies, and nonprofit organizations in developing personnel preparation programs to improve the quality and increase the quantity of special educators and related services personnel.

In September 1984, DPP announced the availability of funds for a newly established priority: preparing special education and related services personnel to work with newborn and infant children who are handicapped or at risk for developmental delay. Projects supported under this priority are intended to prepare personnel to work in programs characterized by strong interaction of the medical, educational, and related service communities, and by involvement of parents or guardians who are primary caregivers for these children. In almost all of these projects, departments within universities collaborate in the program, and in several cases, the training institutions also cooperate with medical facilities, local educational or health agencies, or state educational agencies.

During 1988-89, the Division of Personnel Preparation awarded 83 discretionary grants to address the need for preservice preparation of personnel and for better integration

of special education and related services personnel into programming for young children with disabilities in medical settings, in the home, and in nursery schools. Forty-two of these programs focus specifically on preparation of personnel to provide special education and related services to newborn and infant children with handicaps, 28 focus on preparation of special educators, 7 address preparation of leadership personnel, and 6 address special projects, such as rural special education or use of microcomputers or other telecommunications strategies. All of these projects lead to a master's degree, except the leadership training competition, which funds doctoral programs. The majority of the projects lead to certification as early interventionists. While some programs are discipline-specific or disability-specific, most are interdisciplinary, and have a strong family focus and emphasis on field experience.

NATIONAL INSTITUTE ON DISABILITY AND REHABILITATION RESEARCH

The National Institute on Disability and Rehabilitation Research (NIDRR) was originally part of Social Rehabilitative Services in the Department of Health, Education, and Welfare, with an emphasis on vocational rehabilitation for adults with severe disabilities. In 1978, with the passage of the Amendments to the Rehabilitation Act of 1973, the National Institute on Handicapped Research (NIHR) was established to conduct and support basic and applied research that would improve the daily functioning of persons with disabilities. The scope of research was expanded to include children, from birth to adolescence and their families, and in 1980, NIHR funded its first three projects that aimed specifically at the birth-through-five population of children with or at risk for handicaps. In 1987 Congress officially changed the name of NIHR to the National Institute on Disability and Rehabilitation Research.

NIDRR supports a variety of programs directed at the birth-through-five population and their families. During 1988-89, NIDRR funded 22 research projects, including 9 field-initiated research projects, 7 innovation research projects (including 3 small business projects), 3 research and demonstration projects, 2 research and training centers located at universities, and a fellowship grant.

DIRECTORY OF PROJECTS

(by state/governing entity)

ALABAMA

3-5 (Section 619) Contact

James Waid
Program for Exceptional Children and Youth
State Department of Education
1020 Monticello Court
Montgomery, AL 36117
(205) 261-5099
SpecialNet: AL.SE

Infant/Toddler (Part H) Contact

J. Christine Kendall, Part H Coordinator
Early Intervention Program
Division of Rehabilitation/CCS
State Department of Education
2129 East South Boulevard
Montgomery, AL 36111
(205) 281-8780
SpecialNet: AL.EI

Nancy McDaniel
ICC Staff
1234 Haley Center
Auburn University, AL 36849
(205) 844-5943

Chair, Interagency Coord. Council

Carole Herman, Commisioner
Alabama Medicaid Agency
2500 Fairlane Drive
Montgomery, AL 36130
(205) 277-2710

HCEEP Demonstration Projects

Samera Baird
PPEI Project (Professional & Parent Paraprofessional Early Intervention Service Delivery)
1234 Haley Center
Auburn University, AL 36849-5226
(205) 844-5943

DPP Grants

Mary McLean, P.I.
Early Childhood Education of the Handicapped Fifth Year Program
Department of Rehabilitation and Special Education
1234 Haley Center
Auburn University
Auburn, AL 36849
(205) 844-5943

Eugene B. Cooper, P.I.
Master's Level Training Program for Alabama Public School Speech-Language Pathologists
Dept. of Communication Disorders
University of Alabama
Box 87-0242
Tuscaloosa, AL 35487-0242
(205) 348-7131

ALASKA

3-5 (Section 619) Contact

Christine Niemi, Director
Office of Special Services and
Supplemental Programs
State Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-2970
SpecialNet: AK.SE

Infant/Toddler (Part H) Contact

Mary Diven, Education Specialist
Ann Bardacke, Project Manager
Lizette Stiehr, Health Planner
Early Intervention Program
Section of Maternal & Child Health
Department of Health & Social Services
1231 Gambell Street
Anchorage, AK 99501-4627
(907) 272-2542
SpecialNet: AKILP

Chair, Interagency Coord. Council

Duane French, Executive Director
Access Alaska, Inc.
3710 Woodland Drive, Suite 900
Anchorage, AK 99517
(907) 248-4777

AMERICAN SAMOA

3-5 (Section 619) Contact

Jane French, Director
Linda L. Avegalio, Preschool Specialist
Special Education
Department of Education
Box 434
Pago Pago, AS 96799
011 (684) 633-1323 or -4789

Infant/Toddler (Part H) Contact

Julia Lyons, Project Director
LBJ Tropical Medical Center
Department of Health
Government of American Samoa
Pago Pago, AS 96799
011 (684) 633-4929 or -2697

Chair, Interagency Coord. Council

Lyle Richmond, Chair
Interagency Coordinating Council
Legal Counsel to Gov. A.P. Lutali
Government of American Samoa
Pago Pago, AS 96799
011 (684) 633-4116

ARIZONA

3-5 (Section 619) Contact

JoAnn Woodley, Preschool Coordinator
Division of Special Education
State Department of Education
1535 West Jefferson
Phoenix, AZ 85007
(602) 542-3183
SpecialNet: AZ.SE

Infant/Toddler (Part H) Contact

Marlene Morgan, Coordinator
Governors Council on ICC
Department of Economic Security
(801-A-6)
1841 West Buchanan
Phoenix, AZ 85005
(602) 258-0419
SpecialNet: AZDES.DDD

Chair, Interagency Coord. Council

Bill Allaire
6820 N. Amahl
Tucson, AZ 85704
(602) 297-0310

HCEEP Demonstration Project

Richard Carroll, Co-Director
Joanne O'Connell, Co-Director
Pam Lewis, Coordinator
Community Systems Approach to
American Indian Families
Institute for Human Development
Northern Arizona University, Box 5630
Flagstaff, AZ 86011
(602) 523-4791

DID Research Grant

Shirin Antia, P.I.
Kathryn Kreimeyer, P.I.
Project Interact
Division of Special Education and
Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(602) 621-3214

DPP Grant

Linda Swisher, P.I.
Doctoral and Post Doctoral Leadership
Training in Clinical Research
Child Language Laboratory
Department of Speech and Hearing
Sciences
University of Arizona
Tucson, AZ 85721
(602) 621-1644

ARKANSAS

3-5 (Section 619) Contact

Mary Kay Curry, Coordinator
Preschool Programs
Special Education Section
State Department of Education
#4 Capitol Mall, Room 105-C
Little Rock, AR 77201
(501) 682-4222
SpecialNet: AR.SE

Infant/Toddler (Part H) Contact

Kathy Liles, Supervisor
Division of Developmental
Disabilities Services
Department of Human Services
P.O. Box 1437
Donaghey Plaza, North--5th Floor
Slot 2520
Little Rock, AR 72203-1437
(501) 682-8678

Chair, Interagency Coord. Council

Jerrie Finch, State Coordinator
Educational Services for the
Hearing Impaired
Arkansas School for the Deaf
2400 W. Markham
P.O. Box 3811
Little Rock, AR 72203
(501) 371-2554

Sherlita Reeves, Co-Chair
Interagency Coordinating Council
Route 2, Box 129
Paragould, AR 72450
(501) 972-8157

BUREAU OF INDIAN AFFAIRS

3-5 (Section 619) Contact

Goodwin Cobb, Chief
Branch of Exceptional Education
Bureau of Indian Affairs (OIEP)
MS 3512 (MIB), Code 523
1951 Constitution Avenue, N.W.
Washington, DC 20245
(202) 343-6675
SpecialNet: BIA.DC

Carole Zilka, Education Specialist
Bureau of Indian Affairs (OIEP)
MS 3512 (MIB), Code 523
1951 Constitution Avenue
Washington, DC 20245
(202) 343-3559

Infant/Toddler (Part H) Contact

Goodwin Cobb , Chief
Branch of Exceptional Education
Bureau of Indian Affairs (OIEP)
MS 3512 (MIB), Code 523
1951 Constitution Avenue, N.W.
Washington, DC 20245
(202) 343-6675
SpecialNet: BIA.DC

Carole Zilka, Education Specialist
Bureau of Indian Affairs
MS 3512 (MIB), Code 523
1951 Constitution Avenue, NW
Washington, DC 20245
(202) 343-3559

Chair, Interagency Coord. Council

Vacant

CALIFORNIA

3-5 (Section 619) Contact

Virginia Reynolds, Acting
Coordinator
Infant/Preschool Unit
Special Education Division
State Department of Education
721 Capitol Mall
Sacramento, CA 94814
(916) 324-8417
SpecialNet: CA.SE

Infant/Toddler (Part H) Contact

Julie Jackson, Asst. Deputy Director
Dale Sorbello, Manager
Cheri Schoenborn, Project Director
Early Intervention Program
Dept. of Developmental Services
Community Services Division
1600 9th Street, Room 310
P.O. Box 944202
Sacramento, CA 94244-2020
(916) 324-2090
SpecialNet: CA.DDS.EIP3

Chair, Interagency Coord. Council

Marion Karian
ARC-Fresno Children's Center
420 N. Broadway
Fresno, CA 93711
(209) 442-0265

HCEEP Demonstration Projects

Claire Cavallaro, Director
Joyce Hagen, Co-Director
CCHIME (Children's Center Handicapped Integration Model Education Program)
Department of Special Education
California State University
18111 Nordhoff Street--EDUC
Northridge, CA 91330
(818) 885-2534
717-5088 (project)

Nancy Sweet, Director
Kathy VandenBerg, Coordinator
Bette Flushman, Coordinator
Intensive CARE Program
Child Development Center
Children's Hospital/Oakland
747 52nd Street
Oakland, CA 94609
(415) 655-9521

HCEEP Outreach Projects

Judy Howard, P.I.
Vickie Kropenske, Director
Interdisciplinary-Interagency Training and Technical Assistance
UCLA Intervention Project
1000 Veterans Avenue, Room 23-10
Los Angeles, CA 90024
(213) 825-4821 (office)
825-4622 (Kropenske)

Nancy Brill, P.I.
Cindy Bernheimer, Director of Outreach
Project CHAMP
Department of Pediatrics
Division of General Pediatrics
UCLA School of Medicine
12-311 MDCC
Los Angeles, CA 90024-1752
(213) 206-8750
206-3981 (project)

DID Research Grant

Larry Schram, P.I.
Regular Class Instructional Delivery Options for Social Skills Training
Cajon Valley Union School District
Special Education and Student Support Services
189 Roanoke Road, Box 1007
El Cajon, CA 92022
(619) 588-3053

DPP Grants

Diane Klein, P.I.
An Inservice Training Approach to Preservice Education for Infant Specialists
Division of Special Education
California State University
5151 State University Drive
Los Angeles, CA 90032
(213) 343-4400 or -4415

Rona Pogruno, P.I.
Preparing Preservice Orientation and Mobility Specialists
Division of Special Education
California State University
5151 State University Drive
Los Angeles, CA 90032
(213) 343-4411

Marci Hanson, P.I.
Infant Development Specialist Training Program
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630

(continued on next page)

NIDRR Grants

Bruce Baker, P.I.
Developing Social Skills in
Young Handicapped Children
Department of Psychology
University of California
405 Hilgard Avenue
Los Angeles, CA 90024-1563
(213) 825-9176

Ivar Lovaas, P.I.
Intensive Behavioral Treatment
for Young Developmentally
Delayed Children
Department of Psychology
University of California
405 Hilgard Avenue
Los Angeles, CA 90024-1563
(213) 825-2319

Carol Chetkovich, P.I.
Development of Informational
Products to Enhance the Supply
and Usage of Respite Services
Berkeley Planning Associates
440 Grand Avenue, Suite 500
Oakland CA 94610-5085
(415) 465-7884

COLORADO

3-5 (Section 619) Contact

Elizabeth Soper, Coordinator
Jane Amundson, Consultant
Special Education Division
State Department of Education
201 East Colfax, Room 301
Denver, CO 80203
(303) 866-6710
SpecialNet: CO.SE

Infant/Toddler (Part H) Contact

Diane Garner, Part H Coordinator
Louis Landry, Consultant
Special Education Division
State Department of Education
201 East Colfax, Room 301
Denver, CO 80203
(303) 866-6710
SpecialNet: CO.SE

Chair, Interagency Coord. Council

Boyce Drummond
P.O. Box 757
Florrisant, CO 80816
(719) 687-6596

HCEEP Demonstration Projects

Ann Smith, Co-Director
Marilyn J. Krajicek, Co-Director
Infants with Special Needs
School of Nursing
University of Colorado Health Sciences Center
4200 East 9th Ave., Box C287
Denver, CO 80262
(303) 394-8733

Elizabeth Heublein, Co-Director
Rita Weiss, Co-Director
INREAL Outreach
Campus Box 409
University of Colorado
Boulder, CO 80309
(303) 492-8727
492-3029

HCEEP Outreach Project

Ruth Kempe, Executive Director
Jo Blum, Project Director
KEEP SAFE Project Outreach Services
Kempe Center
1205 Oneida Street
Denver, CO 80220
(303) 321-3963

DPP Grants

Susan Sandall, P.I.
Family Focused Training for Early Childhood Special Educators
School of Education
University of Colorado
1200 Larimer Street
Denver, CO 80204
(303) 556-2717

Anne Widerstrom, P.I.
Preparation of Personnel to Provide Special Education/Related Services Newborn/Infant Handicapped Children
School of Education
University of Colorado, Box 160
1200 Larimer Street
Denver, CO 80204-5300
(303) 556-2645

Anne Widerstrom, P.I.
Rural Outreach for Early Childhood Special Educators
School of Education
University of Colorado, Box 160
1200 Larimer Street
Denver, CO 80204-5300
(303) 556-2645

Allen M. Huang, P.I.
Early Childhood Special Education Personnel Preparation
Division of Special Education
University of Northern Colorado
318 McKee
Greeley, CO 80639
(303) 351-1664

NIDRR Grant

Barbara Buswell, P.I.
Parents and Integration: Reclaiming the Vision
Parent Education and Assistance for Kids (PEAK)
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(719) 531-9400

CONNECTICUT

3-5 (Section 619) Contact

Kay Halverson, Coordinator
Early Childhood Unit
Division of Curriculum and
Professional Development
State Dept. of Education
P.O. Box 2219
Hartford, CT 06145
(203) 566-5670
SpecialNet: CT.SE

Infant/Toddler (Part H) Contact

Virginia Volk, Coordinator
Early Chilhood Unit
State Dept. of Education
P.O. Box 2219
Hartford, CT 06145
(203) 566-5658
SpecialNet: CT.SE

Chair, Interagency Coord. Council

Scott Brohinsky
Deputy Commissioner for Program
and Support Services
State Department of Education
P.O. Box 2219
Hartford, CT 06145
(203) 566-8888

HCEEP Demonstration Projects

Mary Beth Bruder, Director
Tina Nikitas, Coordinator
Birth-to-Three Inservice Training
Project
Division of Child & Family Studies
UCONN. Health Center
Pediatric Department
The Exchange, Suite 160
Farmington, CT 06032
(203) 674-1485

Mary Beth Bruder, Director
Cathy Daguio, Coordinator
Kathy Steadman, Training Associate
Early Childhood Special Education
Community Integration Project
Division of Child & Family Studies
UCONN. Health Center
Pediatric Department
The Exchange, Suite 160
Farmington, CT 06032
(203) 674-1485

Mary Beth Bruder, Director
Becky Anderson, Coordinator
Grisel Schutz & Miguel Caldera,
Training Associates
Niños Especiales Project
Division of Child & Family Studies
UCONN. Health Center
Pediatric Department
The Exchange, Suite 160
Farmington, CT 06032
(203) 674-1485

Gerald Mahoney, Director
Amy Powell, Coordinator
TRIP
Division of Child & Family Studies
UCONN. Health Center
Pediatric Department
270 Farmington, Ave., Suite 164
Farmington, CT 06032
(203) 674-1485

HCEEP Outreach Project

Lois Rho, Director
Developmentally Appropriate Environ-
ments for 0-5 Handicapped Children
Stephen August Early Intervention
Center
1686 Waterbury Road
Cheshire, CT 06410
(203) 272-3577

DID Research Grant

Gerald Mahoney, P.I.
Interactions between Mothers and Their
Handicapped Children
Division of Child & Family Studies
UCONN.Health Center
Pediatric Department
The Exchange
Farmington, CT 06032
(203) 674-1485

DPP Grants

Mary Beth Bruder, P.I.
Personnel Preparation Institute
for Infant Specialists
Division of Child & Family Studies
UCONN. Health Center
Pediatric Department
The Exchange, Suite 164
Farmington, CT 06032
(203) 674-1485

Lois Davis, P.I.
Early Childhood Special Education
Program
Special Education Department
Saint Joseph College
1678 Asylum Avenue
West Hartford, CT 06117
(203) 232-4571

(continued on next page)

NIDRR Grant

Mary Beth Bruder, P.I.
Pediatric Rehabilitation and Training
Center
Division of Child & Family Studies
UCONN. Health Center
Pediatric Department
The Exchange, Suite 160
Farmington, CT 06032
(203) 674-1485

DELAWARE

3-5 (Section 619) Contact

Deborah A. Ziegler, 619 Coord.
Delaware Early Childhood Diagnostic
and Intervention Center
Lake Forest South B Elementary
Mispillion & West Streets
Harrington, DE 19952
(302) 398-8945
SpecialNet: DEECDIC

Infant/Toddler (Part H) Contact

Sheryl Parkhurst, Part H Coordinator
Infants and Toddlers
Exceptional Children/Special
Programs Division
Department of Public Instruction
Townsend Building
P.O. Box 1402
Dover, DE 19903
(302) 736-4667
SpecialNet: DE.SE

Chair, Interagency Coord. Council

Mae Hightower Van Damm
Delaware Curative Workshop
1600 Washington Street
Wilmington, DE 19802
(302) 656-2521

HCEEP Demonstration Project

Penny Deiner, Director
Linda Whitehead, Coordinator
Delaware FIRST (Family/Infant
Resource, Supplement & Training)
Dept. of Individual & Family Studies
University of Delaware
Amy Rextrow House
Newark, DE 19716
(302) 451-8554 or -6617

DISTRICT OF COLUMBIA

3-5 (Section 619) Contact

Robbie King, Coordinator
Logan Child Study Center
3rd and G Streets, N.E.
Washington, DC 20002
(202) 724-4800
SpecialNet: DC.SE

Norgie Bigger, Acting Assistant to
the Assistant Commissioner
Jacqueline Jackson, Specialist
Division of Special Education
District of Columbia Public Schools
Webster Building
10th and "H" Streets, N.W.
Washington, DC 20001
(202) 724-2141 (office)
724-4018 (Bigger)
SpecialNet: DC.SE

Infant/Toddler (Part H) Contact

Coordinator (vacant)
Barbara Ferguson Kamara,
Executive Director
Office of Early Childhood Development
Department of Human Services
609 H Street, N.E., 4th Floor
Washington, DC 20002
(202) 727-5930
SpecialNet: DC.SE

Chair, Interagency Coord. Council

Felicia Valdez
Speech and Hearing Center
Children's Hospital
National Medical Center
111 Michigan Avenue, N.W.
Washington, DC 20010
(202) 745-5600

HCEEP Demonstration Projects

Jan Calderon Yocum, P.I.
Maureen White, Director
Elena Cohen, UBC Director
Bilingual Integrated Preschool
Project
Rosemount Center
2000 Rosemount Avenue, N.W.
Washington, DC 20010
(202) 265-9885

Judy Pokorni, Director
Brenda Hussey-Gardner, Coordinator
Developmental Intervention in the
Hospital: A Videotape Series for
Professionals & Parents
Georgetown University Hospital
Child Development Center
CG52 Bles Building
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 687-8635

Kathy Katz, Director
Cynthia Baker, Coordinator
Project Headed Home
Georgetown University Child
Development Center
CG52 Bles Building
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 687-8649
687-8784 (Katz)

Vicky Rab, Director
Project I-TIP
Department of Teacher Preparation
and Special Education
Funger Mall 524
George Washington University
2201 G Street
Washington, DC 20052
(202) 994-6170

Gail A. Solit, Director
Angela Bodnarczyk, KDES Preschool
Coordinator
Maral Taylor, Mainstreaming Coord.
Project to Integrate Hearing and
Hearing-Impaired in Day Care
Child Development Center
Gallaudet University
800 Florida Avenue, N.E.
Washington, DC 20002
(202) 651-5130 (Solit)
651-5031 (Bodnarcyk)
651-5340 (Taylor)

DID Research Grants

Maxine Freund, P.I.
Assessment as Intervention
Department of Teacher Preparation
and Special Education
George Washington University
Funger Hall, Suite 524-5
Washington, DC 20052
(202) 994-6170

Kathy Katz, P.I.
Effectiveness of a Continuity
of Intervention Model for
Chronically Ill Infants
Georgetown University Hospital
CG52 Bles Building
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 687-8784

(continued on next page)

DISTRICT OF COLUMBIA (cont'd)

DPP Grants

Kathy Katz, P.I.
Interdisciplinary Infant Specialty Training Program
Georgetown University Hospital
Child Development Center
CG52 Bles Building
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 687-8784

Sharon Willig & Toby Long, P.I.s
Preparation of Entry Level Personnel
Child Development Center
Georgetown University
CG52 Bles Building
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 687-8635

Kay T. Payne, P.I.
Preparation of Speech-Language Pathologists with Specialization in Infant/Preschool
Department of Communication Arts and Sciences
Howard University
2400 Sixth Street, N.W.
Washington, DC 20059
(202) 636-7690

Barbara Bodner-Johnson, P.I.
Preparation Program for Parent-Infant Specialists
Gallaudet Univrsity
Department of Education
800 Florida Avenue, N.E.
Washington, DC 20002
(202) 651-5530

Maxine Freund, P.I.
The Transdisciplinary Approach to Clinical Infant Training (TACIT)
Department of Teacher Preparation and Special Education
George Washington University
2121 I Street, N.W. - 6th Floor
Washington, DC 20052
(202) 994-6170

NIDRR Grant

Ruth Hubbell, P.I.
Development of Materials about Respite Care
CSR, Inc.
1400 I Street, N.W., Suite 600
Washington, DC 20005
(202) 842-7600

FEDERATED STATES OF MICRONESIA

3-5 (Section 619) Contact

Yosiro W. Suta, Administrator
Division of Community Services
Department of Human Resources
Federated States of Micronesia
Kolonia, Pohnpei, FM 96941
011 (691) 320-2302

Wilson Kephas
Resource Room Supervisor/Special Education Coordinator
Fanry Albert, EC Coordinator
Department of Education
Box ED, Kosrae State
Lelu, Kosrae, FM 96944
International Operator: 3008

Kepas Edgar
Special Education Coordinator
Department of Education
Pohnpei State
Kolonia, Pohnpei, FM 96941
011 (691) 320-2492

Ary Kumos
Special Education Coordinator
Department of Education
Box 460, Truk State
Moen, Truk, FM 96942
011 (691) 321-2203, -2202, -2603

Augustine Giltamag
Special Education Coordinator
Department of Education
Box 20, Yap State
Colonia, Yap, FM 96943

Carmen Chigiy
HCEEP Coordinator
Paula Chimtag Taree
Child Find Specialist
Box 64, Yap State
Colonia, Yap, FM 96943
International Operator: 2326

Infant/Toddler (Part H) Contact

Not Eligible to Participate

Chair, Interagency Coord. Council

Not Eligible to Participate

FLORIDA

3-5 (Section 619) Contact

Landis Stetler, Director
Pat Hollis, Coordinator
Office of Early Intervention
Bureau of Education for Exceptional Children
State Department of Education
Knott Building
Tallahassee, FL 32399
(904) 488-2054 (Stetler)
488-5582 (Hollis)
SpecialNet: FLORIDABEES

Infant/Toddler (Part H) Contact

Nancy D. Thomas, Administrator
Cathy Bishop, Program Specialist
Office of Early Intervention
State Department of Education
Knott Building
Tallahassee, FL 32399-0400
(904) 488-6830 (Thomas)
488-3905 (Bishop)
SpecialNet: FLOEI

Dr. William Ausbon, Director
Children's Medical Services
Department of Health and Rehabilitative Services
1317 Winewood Boulevard
Tallahassee, FL 32399
(904) 488-3905

Chair, Interagency Coord. Council

Kirk Headley-Perdue
Guinea Hill
R.R. 15, Box 269
Tallahassee, FL 32301
(904) 656-6464

HCEEP Demonstration Project

Pamela Osnes, Co-Director
Trevor Stokes, Co-Director
Carousel Preschool Program
Florida Mental Health Institute
University of South Florida, MHG1-126
13301 Bruce B. Downs Blvd.
Tampa, FL 33612-4899
(813) 974-4565

GEORGIA

3-5 (Section 619) Contact

Rae Ann Redman, Consultant for
Preschool Handicapped
State Department of Education
1970 Twin Towers East
Atlanta, GA 30334
(404) 656-2426
SpecialNet: GA.SE

Infant/Toddler (Part H) Contact

Becky Weathers, Coordinator
Early Intervention Programs
Division of Mental Health, Mental
Retardation & Substance Abuse
Department of Human Resources
878 Peachtree Street, N.E., Suite 310
Atlanta, GA 30309-3999
(404) 894-6329

Chair, Interagency Coord. Council

Ron Colarusso
Department of Special Education
Georgia State University
University Plaza
Atlanta, GA 30303
(404) 651-2310

DID Research Grant

Amy Lederburg, P.I.
Antecedents of Language Competence
and Social-Emotional Adjustments
of Young Deaf Children
Department of Educational Foundations
Georgia State University
University Plaza
Atlanta, GA 30303
(405) 651-2582

GUAM

3-5 (Section 619) Contact

Faye Mata, EC Coordinator
Division of Special Education
Department of Education
Box DE
Agana, GU 96910
011 (671) 472-8901, Ext. 375
SpecialNet: GUAM.SE

Infant/Toddler (Part H) Contact

Faye Mata, EC Coordinator
Steve L. Spencer, Associate Supt.
Division of Special Education
Department of Education
Box DE
Agana, GU 96910
011 (671) 472-8901, Ext. 375
SpecialNet: GUAM.SE

Chair, Interagency Coord. Council

Rosanne Ada, Chair
State Interagency Coord. Council
Box 2950
Agana, GU 96910
011 (671) 472-8901

HAWAII

3-5 (Section 619) Contact

Evangeline Barney, Educ. Director
Special Instructional Prgms & Svcs
1302 Queen Emma Street, Room A208
Honolulu, HI 96813
(808) 373-2356

Margaret Donovan, Director
Pam Musick, 619 Coordinator
Special Needs Branch
Department of Education, Box 2360
3430 Leahi Avenue
Honolulu, HI 96815
(808) 737-3720 (Donovan)
737-1521 (Musick)
SpecialNet: HI.SE

Infant/Toddler (Part H) Contact

Jean L. Stewart, Chief
Crippled Children Services Branch
Alan Taniguchi, Chief
Special Health Needs Branch
Department of Health
741 Sunset Avenue
Honolulu, HI 98616
(808) 735-0434 (Stewart)
732-3197 (Taniguchi)

Sue Brown, Asst. Coordinator
Pattie Nishimoto, Parent Coord.
Zero-to-3 Hawaii Project
Diamond Head Health Center, Rm. 106
3627 Kilauea Avenue
Honolulu, HI 96816
(808) 735-0434
SpecialNet: ZEROTOTHREE

Frances Riggs, Chief
Family Health Services Division
Department of Health
3652 Kilauea Avenue
Honolulu, HI 96816
(808) 548-6574

Chair, Interagency Coord. Council

Setsu Furuno
1460 Kalanikai Place
Honolulu, HI 96821
(808) 373-1424

HCEEP Demonstration Project

Nancy Richard, Director
Valerie Campbell, Coordinator
Preschool Preparation and Transition
(PPT) Model
Department of Special Education
University of Hawaii
208 Wist Hall
1776 University Avenue
Honolulu, HI 96822
(808) 948-7956

IDAHO

3-5 (Section 619) Contact

Nolene Weaver
Special Education Division
State Department of Education
Len B. Jordan Building
650 West State Street
Boise, ID 83720
(208) 334-3940
SpecialNet: ID.SE or IDAHOSE

Infant/Toddler (Part H) Contact

Paul Swatsenbarg, Chief
Katherine Pavesic, Project Manager for Part H
Bureau of Develop. Disabilities
Dept. of Health and Welfare
450 West State St., 10th Floor
Boise, ID 83720
(208) 334-5531
SpecialNet: IDCARES

Chair, Interagency Coord. Council

Cheryl Juntunen
Central District Health Department
Box 547
Twin Falls, ID 83303
(208) 734-5900

HCEEP Outreach Project

Jennifer Olson, Director
Outreach to Infants in Rural Settings
Counseling and Special Education Department
University of Idaho
Moscow, ID 83843
(208) 885-6159

DPP Grants

Jennifer Olson, P.I.
Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Handicapped Children
Special Education Department
University of Idaho
Moscow, ID 83843
(208) 885-6907

Thomas Longhurst, P.I.
Training of Communication Disorders Specialists and Audiologists
Dept. of Speech Pathology & Audiology
Idaho State University, Box 8116
Pocatello, ID 83209
(208) 236-3495

ILLINOIS

3-5 (Section 619) Contact

Sandra Crews, Special Education Specialist
Cindy DeHart, Assistant Manager
Department of Special Education
State Board of Education
100 North First Street
Springfield, IL 62777
(217) 524-4835
SpecialNet: IL.SE

Infant/Toddler (Part H) Contact

Audrey Witzman, EC Specialist
Early Childhood Program Unit, S-100
State Board of Education
100 North First Street
Springfield, IL 62777
(217) 524-4835
SpecialNet: IL.SE

Chair, Interagency Coord. Council

Dr. Dorothy Magett
Associate Superintendent
State Board of Education
100 North First Street
Springfield, IL 62777
(217) 782-3371

HCEEP Demonstration Projects

Merle B. Karnes, Co-Director
Helen Shapira, Co-Director
Project Alliance
Developmental Services Center
1304 W. Bradley
Champaign, IL 61821
(217) 384-2940

Richard Brinker, P.I.
Investigation of Direct and Indirect Effects of Contingency Intervention upon Handicapped Infants and Their Mothers
Institute for the Study of Developmental Disabilities
1640 W. Roosevelt Road
Mail Code 627
Chicago, IL 60605
(312) 413-1563

DID Research Grant

Richard Brinker, P.I.
Evaluation of the Impact upon Families and Handicapped Infants of a Program of Incentives
Institute for the Study of Developmental Disabilities
1640 W. Roosevelt Road
Mail Code 627
Chicago, IL 60605
(312) 413-1563

DPP Grants

Jeanette McCollum, P.I.
Interdisciplinary Leadership Project in Infancy
Department of Special Education
University of Illinois
1310 South 6th Street
Champaign, IL 61820
(217) 333-0260

Jeanette McCollum, P.I.
Preparation of Personnel to Provide Special Education and Related Services
Department of Special Education
University of Illinois
1310 South 6th Street
Champaign, IL 61820
(217) 333-0260

Jeanette McCollum, P.I.
Preschool Training Grant
Department of Special Education
University of Illinois
1310 South 6th Street
Champaign, IL 61820
(217) 333-0260

(continued on next page)

DPP Grants (cont'd)

Carolyn Cooper & Vicki Slayton, P.I.s
Preparation for Teachers of Preschool Children with Handicaps
College of Education
Eastern Illinois University
Buzzard Building, Room 112
Charleston, IL 61920
(217) 581-5315

Richard Brinker, P.I.
Program to Train Leaders in Applied Research for Handicapped Infants and Young Children
Institute for the Study of Developmental Disabilities
1640 W. Roosevelt Road
Mail Code 627
Chicago, IL 60605
(312) 413-1563

Carol Mardell-Czudnowski, P.I.
Project LINKS
Department of Learning, Development and Special Education
Northern Illinois University
Dekalb, IL 60115
(815) 753-8424

Charles Larson
Preparation of Speech Educators: Speech and Language Pathology
Department of Communication Science/ Disorders
Northwestern University
2299 Sheridan Road
Evanston, IL 60208
(312) 491-5073

Patricia Hutinger, P.I.
Microcomputer Applications in Special Education
College of Education
Western Illinois University
Horrabin Hall
Macomb, IL 61455
(309) 298-1634

INDIANA

3-5 (Section 619) Contact

Pat Wnek, Project Director
Division of Special Education
State Department of Education
229 State House
Indianapolis, IN 46204
(317) 232-0570
SpecialNet: INDIANADSE

Infant/Toddler (Part H) Contact

Doree Bedwell, Director
First Steps
Department of Mental Health
117 E. Washington Street
Indianapolis, IN 46204
(317) 232-2291
SpecialNet: IN.FIRSTSTEPS

Chair, Interagency Coord. Council

James J. Vento, President
Crossroads Rehabilitation Center
3242 Sutherland Avenue
Indianapolis, IN 46205
(317) 924-3251

DPP Grant

Rachel E. Stark
Preparation of Personnel to Provide
Long-Term Education and Related
Services
Dept. of Audiology & Speech Sciences
Purdue University
West Lafayette, IN 47907
(317) 494-3788

IOWA

3-5 (Section 619) Contact

Joan Turner Clary, ECSE
Consultant
Bureau of Special Education
State Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3176
SpecialNet: IOWASE

Infant/Toddler (Part H) Contact

Rachel Sykes, Coordinator
Bureau of Special Education
State Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3176
SpecialNet: IOWASE

Chair, Interagency Coord. Council

Linda Gleissner, (co-chair)
133 Education Center
University of Northern Iowa
Cedar Falls, IA 50614
(319) 273-3299

Richard Nelson, M.D. (co-chair)
Child Health Specialty Clinics
Hospital School
University of Iowa
Iowa City, IA 52242
(319) 356-7243

HCEEP Demonstration Project

Evelyn Anderson, Director
The Central Iowa Parent-Infant
Nurturing Center
Raymond Blank Memorial Hospital
for Children
1200 Pleasant
Des Moines, IA 50309
(515) 283-5010

DPP Grant

John Tolkins
Training of Professional Personnel
in Speech/Language Pathology and
Audiology
Dept. of Speech Pathology & Audiology
University of Iowa
Iowa City, IA 52242
(319) 335-8718

KANSAS

3-5 (Section 619) Contact

Betty Weithers, Coordinator
Carol Dermyer, Specialist for EC Handicapped
Special Educ. Administration
State Department of Education
120 East 10th Street
Topeka, KS 66612
(913) 296-3869 (Weithers)
296-7454 (Dermyer)
SpecialNet: KANSASSE

Infant/Toddler (Part H) Contact

Judy Moler, Exec. Coordinator
Coord. Council on Early Childhood Developmental Services
State Dept. of Health & Environment
Landon State Office Building
900 S.W. Jackson, 9th Floor
Topeka, KS 66601
(913) 296-1329
SpecialNet: KANSASSE

Azzie Young, Director
Aleta Ash, Part H (State)
Crippled & Chronically Ill Children's Program
Maternal and Child Health
State Dept. of Health & Environment
Landon State Office Building
900 S.W. Jackson, 10th Floor
Topeka, KS 66601
(913) 296-1205 (Young)
296-6135 (Ash)

Chair, Interagency Coord. Council

Denise Apt
810 Meadowbrook Road
Iola, KS 66749
(913) 296-2716

HCEEP Demonstration Projects

Joseph G. Hollowell, Director
Nancy Meck, Principal Investigator
Early Identification, Assessment and Tracking of High-Risk Children and Families
Children's Rehabilitation Unit
Univ. of Kansas Medical Center
Kansas City, KS 66160
(913) 588-5900

Mabel Rice, Co-Director
Kim Wilcox, Co-Director
Model Preschool for Language-Disordered and ESL Children
Speech/Language Hearing Dept.
University of Kansas
2101 Haworth Hall
Lawrence, KS 66045
(913) 864-4690 (Rice)
864-4570 (message)

Lee Snyder-McLean, Project Director
David Lindeman, Coordinator
RAPIDS (Rural Alternatives for Preschool Integrated Delivery of Services)
Bureau of Child Research
University of Kansas
2601 Gabriel
Parsons, KS 67357
(316) 421-6550:
Ext 1775 (Snyder-McLean)
Ext 1769 (Lindeman)

HCEEP Outreach Project

Lee Snyder-McLean, Director
Valerie McNay, Coordinator
PREP Outreach (Parsons Regional Early-Intervention Program)
Bureau of Child Research
University of Kansas
2601 Gabriel
Parsons, KS 67357
(316) 421-6550:
Ext. 1775 (Snyder-McLean)
Ext. 1771 (McNay)

DES Research Institute

Mabel Rice, Co-Director
Marion O'Brien, Co-Director
Robin Hazel, Coordinator
Kansas Early Childhood Research Institute
University of Kansas
1043 Indiana Street
Lawrence, KS 66044
(913) 864-4801

DID Research Grant

Judith Carta, P.I.
Validation of a Classroom Survival Skills Intervention Package
University of Kansas
1614 Washington Blvd.
Kansas City, KS 66102
(913) 321-3143

DPP Grant

Nancy Peterson, P.I.
Intensive Tracks Preservice Training
University of Kansas
Department of Special Education
3150 Haworth Hall
Lawrence, KS 66045
(913) 864-4954

(continued on next page)

NIDRR Grants

Ann Turnbull, P.I.
Harriet Schaeffer, Coordinator
Beach Center on Families and
Disability
Bureau of Child Research
University of Kansas
4138 Haworth Hall
Lawrence, KS 66045
(913) 864-4950

Daryl Evans, P.I.
Decision-Making in the Treatment
of Newborns with Disabilities
c/o Department of Sociology
University of Kansas
Fraser Hall
Lawrence, KS 66045
(913) 864-3943

Ann Turnbull, P.I.
Jean Ann Summers, Coordinator
Investigation of the Impact of Percep-
tions on Families Who Have Children
with Mental Retardation
Bureau of Child Research
University of Kansas
2045 Haworth
Lawrence, KS 66045
(913) 864-4950

KENTUCKY

3-5 (Section 619) Contact

Debbie Schumacher, Director
Betty Bright, Branch Manager
Marilyn Coffey, Consultant
Program Services Branch

and

Maggie Chiara, Branch Manager
Planning & Interagency Branch
Division of Early Childhood Svcs.
Office of Education for Exceptional Children
Capitol Plaza Tower, 8th Floor
Frankfort, KY 40601
(502) 564-4970
SpecialNet: KENTUCKYSE

Infant/Toddler (Part H) Contact

Jim Henson, Part H Coordinator
Infant-Toddler Programs
Marge Allen, Part H Staff
Division of Mental Retardation
Department of Mental Health & Mental Retardation Services
275 East Main Street
Frankfort, KY 40621
(502) 564-7700
SpecialNet: MSRRC (Univ. of Kentucky)

Chair, Interagency Coord. Council

Peggy Stephens
Child Development Center
465 Springhill Drive
Lexington, KY 40503
(606) 278-0549

HCEEP Demonstration Projects

Jeffri Brookfield-Norman, Dir.
Early Intervention Team Training Project
HDI/UAF
12-E Porter Building
University of Kentucky
Lexington, KY 40506
(606) 257-8281

Jeffri Brookfield-Norman, Dir.
Infant, Toddler, and Family Program
HDI/UAF
12-E Porter Building
University of Kentucky
Lexington, KY 40506
(606) 257-8281

DPP Grants

Judith Page, P.I.
Cross-Disciplinary Preparation in Infant and Family Intervention
Department of Special Education
University of Kentucky
229 Taylor Education Building
Lexington, KY 40506-0001
(606) 257-7922

David Gast & Mark Wolery, P.I.s
Developmental and Behavior Disorders (DBD) Project
Research Foundation
University of Kentucky
105 Kinkead Hall
Lexington, KY 40506
(606) 257-4269

LOUISIANA

3-5 (Section 619) Contact

Beverly Johnson, Progam Manager
Preschool Programs
Office of Special Educational Svcs.
State Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064
(504) 342-6108
SpecialNet: LA.SE

Infant/Toddler (Part H) Contact

Susan Batson, Administrator
Preschool Programs
Evelyn Johnson, Interagency Coord.
Carol McCutcheon, Infant Specialist
Office of Special Educational Svcs.
State Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064
(504) 342-1837 (Batson)
342-3657 (Johnson)
342-0169 (McCutcheon)
SpecialNet: LA.SE

Eileen Sonnier, ICC Staff
P.O. Box 3255
Baton Rouge, LA 70821
(504) 923-1233

Chair, Interagency Coord. Council

Rep. Ted Haik, ICC Chair
P.O. Box 11040
New Iberia, LA 70562
(318) 365-5486

Mollie Alarcon, ICC Vice-Chair
Child Development Center
Alton Ochnsner Hospital
1514 Jefferson Highway
New Orleans, LA 70121
(504) 838-3000

HCEEP Demonstration Project

Patsy Poche, Directory
Pat Welge, Co-Director
Inservice Training of Personnel
Serving Infants with Handicaps
Human Development Center
LSU Medical Center
1100 Florida Avenue, Bldg. 138
New Orleans, LA 70119
(504) 942-8232

DPP Grant

Suzanne Poulton, P.I.
Competency-Based Interdisciplinary
Training for Infant Specialists
LSU Medical Center
School of Allied Health Professions
New Orleans, LA 70112
(504) 568-4301

MAINE

3-5 (Section 619) Contact

Susan Mackey-Andrews, Executive Director/ICCPHC
Child Development Services
87 Winthrop Street
State House, Station #146
Augusta, ME 04333
(207) 289-3272
SpecialNet: MAINESE

Infant/Toddler (Part H) Contact

Susan Mackey-Andrews, Executive Director/ICCPHC
Barb Bourgoine, Program Reviewer
Joanne C. Holmes
Child Development Services
87 Winthrop Street
State House, Station #146
Augusta, ME 04333
(207) 289-3272
SpecialNet: MAINESE

Chair, Interagency Coord. Council

Robert Durgan
Department of Mental Health & Mental Retardation
Bureau of Children with Special Needs
State House Station #40
Augusta, ME 04333
(207) 289-4250

HCEEP Demonstration Project

Melissa Harrison, Proj. Director
John Hornstein, Principal Investigator
Transagency Services for Young Exceptional Children
Infant Development Center
629 West Brook Street
South Portland, ME 04106
(207) 879-4126

REPUBLIC OF THE MARSHALL ISLANDS

3-5 (Section 619) Contact

Jobidrik Ittu, Coordinator
Special Education
Box 497
Republic of the Marshall Islands
Majuro, Marshall Islands, MH 96960
011 (692) 9-3359

Infant/Toddler (Part H) Contact

Not Eligible to Participate

Chair, Interagency Coord. Council

Not Eligible to Participate

MARYLAND

3-5 (Section 619) Contact

Sheila Draper, Chief
Ellen Abramson, EC Specialist
Program Development and Assistance Branch
Division of Special Education
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(301) 333-2495
SpecialNet: MARYLANDDSE

Infant/Toddler (Part H) Contact

Carol Ann Baglin, Program Director
Debra Von Rembow, ICC Staff
Infants & Toddlers Program
State Department of Education
118 N. Howard, Suite 608
Baltimore, MD 21201
(301) 333-8100
SpecialNet: MDITP/MARYLAND

Chair, Interagency Coord. Council

Michael Bender, Vice President
Educational Programs
The Kennedy Institute and Johns Hopkins University
707 N. Broadway
Baltimore, MD 21205
(301) 522-5417

HCEEP Demonstration Projects

Andrew Egel, Co-Director
Patricia Edmister, Co-Director
Michael Powers, Coordinator
Integrated School Services for Pre-Kindergarten Students with Autism
Department of Special Education
University of Maryland
College Park, MD 20742
(301) 454-2118
424-3595

Barbara Hanft, Project Manager
Training Occupational Therapists in Early Intervention
American Occupational Therapy Association
1383 Piccard Drive, Box 1725
Rockville, MD 20850-4375
(301) 948-9626

DID Research Grants

Joan Lieber & Paula Beckman, P.I.s
A Longitudinal Study of Social Interaction in Young Handicapped Children
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 454-2118

Joy Frechtling, P.I.
Research in Education of the Handicapped
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3595

DPP Grant

Paula Beckman, P.I.
Infant Specialist Training Program
University of Maryland
Department of Special Education
1308 Benjamin Building
College Park, MD 20742
(301) 454-2118

MASSACHUSETTS

3-5 (Section 619) Contact

Carole Thompson, Director
Bureau of Early Childhood Prgms.
Elisabeth Schaefer, Director
Early Childhood Special Education
State Department of Education
1385 Hancock Street
Quincy, MA 02169
(617) 770-7476
SpecialNet: MASPED
MASSACHUSETTSSED

Infant/Toddler (Part H) Contact

Karl Kastorf, Director
Andrea Weiss Shuman, Part H Coord.
Division of Early Childhood
Department of Public Health
150 Tremont Street, 2nd floor
Boston, MA 02111
(617) 727-5090 or -5089
SpecialNet: MA.PUBLICHEALTH

Chair, Interagency Coord. Council

Eunice Shishmanian
Developmental Evaluation Clinic
Children's Hospital Medical Ctr.
Fegan 10
300 Longwood
Boston, MA 02115
(617) 735-6501

HCEEP Demonstration Projects

Geneva Woodruff, Director
Christopher Hanson, Coordinator
Project KAI
77 B Warren Street
Brighton, MA 02135
(617) 783-7300

Geneva Woodruff, Director
Christopher Hanson, Coordinator
Project WIN
77 B Warren Street
Brighton, MA 02135
(617) 783-7300

DID Research Grant

Judith Zorfass, P.I.
Project FULFILL
Education Development Center
55 Chapel Street
Newton, MA 02260
(617) 969-7100

DPP Grants

E. Harris Nober, P.I.
Early Childhood Educational Audiology
Department of Communication Disorders
University of Massachusetts
Amherst, MA 01003
(413) 545-0551

Catherine Marchant, P.I.
Birth through Seven Training Grant
Graduate School
Wheelock College
200 The Riverway
Boston, MA 02215
(617) 734-5200, Ext. 160

Catherine Marchant, P.I.
Birth-to-Three Training Grant
Graduate School
Wheelock College
200 The Riverway
Boston, MA 02215
(617) 734-5200, Ext. 160

Pat Rissmiller, P.I.
Specialized Interdisciplinary Training Program in Early Intervention
Eunice Kennedy Shriver Center
200 Trapelo Road
Waltham, MA 02254
(617) 642-0229 or -0001

(continued on next page)

NIDRR Grants

Gail McGee, P.I.
Normalizing the Social Behavior
of Children with Autism
Department of Psychology
University of Massachusetts
Amherst, MA 01003
(413) 545-0549

Stephen Haley, P.I.
Adaptation of the Functional Independence Measure (FIM) for Use with Infants and Children
Department of Rehabilitation
New England Medical Center Hospitals
750 Washington Street
Boston, MA 02111
(617) 956-5031

Heidelise Als, P.I.
Rehabilitative and Developmental Care
of VLBW Newborns
The Children's Hospital
300 Longwood Avenue
Boston, MA 02115
(617) 735-8249

Geneva Woodruff, P.I.
Serving Children with AIDS
77B Warren Street
Brighton, MA 02135
(617) 783-7300

James A. Knoll, P.I.
Educating Informed Consumers
Human Services Research Institute
2336 Massachusetts Avenue
Cambridge, MA 02140
(617) 876-0426

Valerie Bradley, P.I.
Financing Home Care for Seriously
Disabled and Chronically Ill Children
Human Services Research Institute
2336 Massachusetts Avenue
Cambridge, MA 02140
(617) 876-0426

MICHIGAN

3-5 (Section 619) Contact

Jan Baxter, Supervisor
Carol Regnier, Consultant
Special Education Services
State Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-8215
SpecialNet: MI.SE

Infant/Toddler (Part H) Contact

Carolyn Logan, Supervisor
Jacquelyn Thompson, Consultant
Early Childhood Education
State Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-8483
SpecialNet: MI.SE

Chair, Interagency Coord. Council

Carole Quarterman, ICC Chair
5031 Grandy
Detroit, MI 48211
(313) 579-2777

DID Research Grant

Samuel Meisels, P.I.
Early Identification of Young Handicapped Children
Center for Human Growth and Development
University of Michigan
300 N. Ingalls, 10th Floor
Ann Arbor, MI 48109-0406
(313) 764-2443

DPP Grants

Samuel Meisels, P.I.
Special Education Doctoral Training in Early Childhood Special Education
School of Education
University of Michigan
Ann Arbor, MI 48109
(313) 747-1084

Michael Casby, P.I.
The Training of Speech/Language Pathologists
Dept. of Audiology & Speech Sciences
Michigan State University
East Lansing, MI 48824
(517) 353-8780

Robert McLauchlin, P.I.
Central Michigan University Preschool Language Program
Dept. of Communication Disorders
Central Michigan University
Moore Hall, Room 441
Mt. Pleasant, MI 48859
517) 774-3471

NIDRR Grant

Samuel Meisels, P.I.
Linking Research and Intervention
Center for Human Growth and Development
University of Michigan
300 N. Ingalls, 10th Floor
Ann Arbor, MI 48109-0406
(313) 764-2443

MINNESOTA

3-5 (Section 619) Contact

Sandy Fink, Consultant
Unique Learner Section
Department of Education
Capitol Square Building, Rm. 827
550 Cedar Street
St. Paul, MN 55101
(612) 296-5007
SpecialNet: MN.SE

Infant/Toddler (Part H) Contact

Jan Rubenstein, Coordinator
Interagency Planning Project for
Young Children with Handicaps
State Department of Education
Capitol Square Bldg., Room 830
550 Cedar Street
St. Paul, MN 55101
(612) 296-7032
SpecialNet: MN.SE

Martha Smith, Planner
IPPYCH
State Department of Health
P.O. Box 9441
717 Delaware Street, S.E.
Minneapolis, MN 55440
(612) 623-5538

Chair, Interagency Coord. Council

Ann Niedringhaus
ARC Duluth
201 Ordean Blvd.
Duluth, MN 55802
(218) 726-4725

HCEEP Outreach Project

Linda Kjerland, Director
Jean Mendenhall, Coordinator
Project Dakota Outreach
680 O'Neill Drive
Eagan, MN 55121
(612) 455-2335

DPP Grant

Scott McConnell, P.I.
Preparation of Personnel to Provide
Special Education and Related
Services
Dept. of Educational Psychology
University of Minnesota
N548 Elliott Hall
Minneapolis, MN 55455
(612) 624-6365

MISSISSIPPI

3-5 (Section 619) Contact

Marie Catherine Jones, Consultant
Bureau of Special Services
State Department of Education
P.O. Box 771
Jackson, MS 39205-0771
(601) 359-3488
SpecialNet: MS.SE

Infant/Toddler (Part H) Contact

Norciva Geddie, Branch Director II
State Board of Health
P.O. Box 1700
2423 North State Street
Jackson, MS 39215-1700
(601) 960-7427

Chair, Interagency Coord. Council

Royal Walker, Jr.
Governor's Office of Handicapped Services
301 W. Pearl Street
Jackson, MS 39203
(601) 949-2192

HCEEP Demonstration Project

Kat Stremel-Campbell, Co-Director
Cooperative Medical-Developmental-Family Interventions for Infants
Department of Special Education
University of Southern Mississippi
Southern Station, Box 5115
Hattiesburg, MS 39406
(601) 266-5135

or

Robert Campbell, Co-Director
University Affiliated Program
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406
(601) 266-5163

DPP Grants

Ann Riall, P.I.
Transdisciplinary Training of Leadership Personnel in Early Intervention
Mississippi UAP
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406
(601) 266-5163

Jane Siders, P.I.
Transdisciplinary Training of Personnel to Provide Early Intervention Services
Mississippi UAP
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406
(601) 266-5163

MISSOURI

3-5 (Section 619) Contact

Melodie Friedebach, Asst. Director
Department of Elementary and
Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-0185
SpecialNet: MO.SE

Infant/Toddler (Part H) Contact

Melodie Friedebach, Coordinator
Section of Special Education
Department of Elementary and
Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-0185
SpecialNet: MO.SE

Chair, Interagency Coord. Council

Melinda Elmore
Department of Mental Health
P.O. Box 687
Jefferson City, MO 65102
(314) 751-4054

DPP Grant

Donald Brennan, P.I.
Master's Level Preparation of Speech/-
Language Pathologists in ECSE
Dept. of Communication Disorders
St. Louis University
3733 West Pine Blvd.
St. Louis, MO 63108
(314) 658-2244

MONTANA

3-5 (Section 619) Contact

Marilyn Pearson, Specialist
Department of Educational Services
Office of Public Instruction
State Capitol
Helena, MT 59602
(406) 444-4428
SpecialNet: MT.SE

Infant/Toddler (Part H) Contact

Richard Van Haecke, Part H Coordinator
Mike Hanshew, Chief
Management Operations Bureau
Developmental Disabilities Division
Department of Social and Rehabilitation Services
P.O. Box 4210
Helena, MT 59604
(406) 444-2995
SpecialNet: MT.SRSDDD

Chair, Interagency Coord. Council

Alicia Pichette (parent)
714 6th Avenue
Helena, MT 59601
(406) 442-8309

HCEEP Demonstration Projects

Ted Maloney, Director
Kathleen Gallacher, Project Coord.
Dynamic Individualized Family Service Plan (IFSP) System Project
Montana UAP Satellite
N. Corbin Hall
University of Montana
Missoula, MT 59812
(406) 243-5467

Ted Maloney, Director
Sarah Mulligan, Coordinator
Educational Home Model Project
Montana UAP Satellite
N. Corbin Hall
University of Montana
Missoula, MT 59812
(406) 243-5467

Richard VandenPol, Director
Debra Hansen, Program Coordinator
Linda Kron, Supervising Teacher
Tim Walmsley, Outreach Specialist
VIDEO-SHARE Program
Division of Education Research and Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344

DPP Grant

Richard VandenPol, P.I.
Montana Rural Early Intervention Training Program for School Psychologists
Division of Education Research and Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344

NEBRASKA

3-5 (Section 619) Contact

Jan Thelen, Coordinator
John Clark, Assistant Director
for Special Education
Special Education Section
State Department of Education
P.O. Box 94987
Lincoln, NE 68509
(402) 471-2471
SpecialNet: NE.SE

Infant/Toddler (Part H) Contact

Jan Thelen, Coordinator
Special Education Section
State Department of Education
P.O. Box 94987
Lincoln, NE 68509
(402) 471-2471
SpecialNet: NE.SE

Linda Esterling
Director of ECSE Training
Support Center
3534 S. 108th Street
Omaha, NE 68144
(402) 391-8295

Chair, Interagency Coord. Council

Jan Thelen
Special Education Section
State Department of Education
P.O. Box 94987
Lincoln, NE 68509
(402) 471-2471

HCEEP Demonstration Projects

Barb Jackson, Co-Director
Beverly Hays, Co-Director
Getting Started Together
Meyer Children's Rehabilitation
Institute
444 South 44th Street
Omaha, NE 68131
(402) 559-5765 or -5766

Barb Jackson, Co-Director
Judy Quinn, Co-Director
Project Continuity
Meyer Children's Rehabilitation
Institute
444 South 44th Street
Omaha, NE 68131
(402) 559-5765

NEVADA

3-5 (Section 619) Contact

Robin Van Atta, Consultant
Special Education Branch
State Department of Education
Capitol Complex
400 West King Street
Carson City, NV 89710
(702) 885-3140
SpecialNet: NV.SE or NVDOE

Infant/Toddler (Part H) Contact

Marilyn Walter
Grants Project Administrator
Nevada Mental Health Institute
Department of Human Resources
480 Galletti Way
Sparks, NV 89431
(702) 789-0284
SpecialNet: MWALTER

Chair, Interagency Coord. Council

Christa Peterson
Southern Nevada Child/Adolescent
Mental Health Services
6171 W. Charleston Blvd.
Las Vegas, NV 89158
(702) 486-6100

DPP Grant

Marilyn Walter, P.I.
Project NETWORC
Department of Human Resources
480 Galletti Way
Sparks, NV 89431
(702) 789-0284

NEW HAMPSHIRE

3-5 (Section 619) Contact

Luzanne Pierce, Coordinator
Office of Special Education
State Department of Education
State Office Park, South
101 Pleasant Street
Concord, NH 03301
(603) 271-3741
SpecialNet: NH.SE

Infant/Toddler (Part H) Contact

Jackie Twining, Administrator
Office of Special Education
State Department of Education
State Office Park, South
101 Pleasant Street
Concord, NH 03301
(603) 271-3741
SpecialNet: NH.EC

Chair, Interagency Coord. Council

Robert Kennedy, Director
Special Education Bureau
State Department of Education
State Office Park, South
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3741

HCEEP Demonstration Projects

Betsy Gibbs, P.I.
John Moeschler, John Graham, & Carol Andrews, Co-Investigators
Collaborative Medical and Developmental Services Project
Clinical Genetics and Child Development Center
Dartmouth-Hitchcock Medical Center
Hanover, NH 03756
(603) 646-7884

Betsy Gibbs, P.I.
Ann Sherman, Speech Pathologist
Early Use of Total Communication with Children with Down Syndrome
Clinical Genetics and Child Development Center
Dartmouth-Hitchcock Medical Center
Hanover, NH 03756
(605) 646-7884

DPP Grant

Bruce L. Mallory, P.I.
Preparation of Early Development Specialists
Department of Education
University of New Hampshire
Morrill Hall
Durham, NH 03824
(603) 862-2310

NEW JERSEY

3-5 (Section 619) Contact

Arlene Roth, Manager
Bureau of Early Childhood Educ.
Division of Special Education
State Department of Education
225 West State Street, CN 500
Trenton, NJ 08625
(609) 292-7604
SpecialNet: NJ.SE

Infant/Toddler (Part H) Contact

Arlene Roth, Manager
Bureau of Early Childhood Educ.
Division of Special Education
State Department of Education
225 West State Street, CN 500
Trenton, NJ 08625
(609) 292-7604
SpecialNet: NJ.SE

Chair, Interagency Coord. Council

Jeffrey V. Osowski, Director
Division of Special Education
State Department of Education
225 West State Street, CN 500
Trenton, NJ 08625-0001
(609) 633-6833

HCEEP Demonstration Projects

Gordon Williamson, Co-Director
Shirley Zeitlin, Co-Director
Project CONNECT
Pediatric Rehabilitation Dept.
John F. Kennedy Medical Center
2050 Oak Tree Road
Edison, NJ 08820
(201) 548-7610

Patricia M. Hill, Director
Parent/Infant Project
Morristown Memorial Hospital
100 Madison Avenue
Morristown, NJ 07962-1956
(201) 540-5209

HCEEP Outreach Project

Gordon Williamson, Co-Director
Shirley Zeitlin, Co-Director
Andrea Quigley, Coordinator
COPING Outreach
Pediatric Rehabilitation Dept.
John F. Kennedy Medical Center
2050 Oak Tree Road
Edison, NJ 08820
(201) 548-7610

NEW MEXICO

3-5 (Section 619) Contact

Linda Wilson, Coordinator
Special Education Unit
State Department of Education
300 Don Gaspar Avenue
Santa Fe, NM 87501-2786
(505) 827-6541
SpecialNet: NEWMEXICOSE

Infant/Toddler (Part H) Contact

Toby Hurtado, Coordinator
Department of Health and Environment
Harold Runnels Building
1190 St. Francis Dr., Room 3500N
Santa Fe, NM 87503
(505) 827-2575

Chair, Interagency Coord. Council

Steve Dossey
Developmental Disabilities Bureau
Health and Environment BHSD
1190 St. Francis Drive
Santa Fe, NM 87503
(505) 827-2573

HCEEP Demonstration Projects

Mary Render, Project Director
Project Ta-kos
Alta Mira Specialized Family Service
3501 Campus Blvd., N.E.
Albuquerque, NM 87106
(505) 266-8811

Ginny Munsick-Bruno, Director
Jean Lowe, Coordinator of Research Activities
Project TIME (Timely Interventions within Medical/Developmental Environments)
Department of Pediatrics
Neonatalogy Division
University of New Mexico School of Medicine, UNMH 4 North
Albuquerque, NM 87131
(505) 843-2934

Meave Stevens Dominguez, Director
Gail C. Beam, Coordinator
UNM Family Context Model
University of New Mexico
917 Vassar, N.E.
Albuquerque, NM 87106
(505) 277-3946

NEW YORK

3-5 (Section 619) Contact

Michael Plotzker, Coordinator
Office of Education of Children
with Handicapping Conditions
State Department of Education
Education Building Annex, Rm. 1073
Albany, NY 12234
(518) 474-8917
SpecialNet: NY.SE

Infant/Toddler (Part H) Contact

Frank Zollo, Director
Early Intervention Program
Steve Scherokey, Public Health
Representative II
State Department of Health
Corning Tower, Room 780
Empire State Plaza
Albany, NY 12237
(518) 473-3549

Chair, Interagency Coord. Council

Justine Strickland
East River Child Development Center
577 Grand Street
New York, NY 10002
(212) 254-7300

HCEEP Demonstration Projects

M. Virginia Wyly, Director
A Team Approach from Hospital
to Home
Department of Psychology
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878-6027

Isaura Barrera Metz, Director
Crossroads
3405 South Creek Road
Hamburg, NY 14075
(716) 835-1610

Spencer Salend, Director
Lynn Van Eseltine Sarda, Coordinator
Inservice Training of Outreach Personnel Working with Migrant Parents
and Infants
State University of New York
112 Old Main Building
New Paltz, NY 12561
(914) 257-2830 or -2838

HCEEP Outreach Projects

Susan Mistrett, Coordinator
Preschool Integration Through
Technology Systems (PITTS)
UCPA Children's Center
4635 Union Road
Buffalo, NY 14225
(716) 633-4440

Kathy Gradel, Project Director
Technology-Learning-Collaborations
UCPA of Western New York
Children's Center
4635 Union Road
Buffalo, NY 14225
(716) 633-4440

DID Research Grant

Edward Conture, P.I.
(Non)Verbal Behavior of Young
Stutterers and Their Mothers
Division of Special Education
and Rehabilitation
Syracuse University
805 S. Crouse Avenue
Syracuse, NY 13244-2280
(315) 443-9648

DPP Grants

Kay Ferrell, P.I.
Masters Program in Education of Blind
and Visually Impaired Learners
with a Preschool Emphasis
Department of Special Education
Teachers College
Columbia University, Box 223
525 W. 120th Street
New York, NY 10027
(212) 678-3862

Edward Conture, P.I.
Preparation of Speech-Language
Pathologists and Educational
Audiologists at the Master's Level
Division of Special Education and
Rehabilitation
Syracuse University
805 South Crouse
Syracuse, NY 13244-2280
(315) 443-9648

Ansley Bacon, P.I.
Interdisciplinary Training in
Family-Focused Infant Intervention
Westchester County Medical Center
325 Cedarwood Hall
Valhalla, NY 10595
(914) 285-8204

(continued on next page)

NIDRR Grants

Pamela Burns, P.I.
Model Family-Professional Partnership Interventions for Childhood Traumatic Brain Injury Survivors
New York State Head Injury Association
194 Washington Avenue
Albany, NY 12210
(518) 434-3037

Daniel Winchester, P.I.
The Identification and Analysis of Barriers to the Development of Community-Based Networks of Early Intervention Services
Rose Kennedy Center, Room 240
Albert Einstein College of Medicine
1410 Pelham Parkway, South
Bronx, NY 10461
(212) 430-2325

Suzanne Brown, P.I.
Parent Involvement Project
Parents' Information Group for Exceptional Children
731 James Street, Suite 302
Syracuse, NY 13203
(315) 478-1462

NORTH CAROLINA

3-5 (Section 619) Contact

W. L. Rose, Chief Consultant
Kathy Nisbet, Coordinator
Division of Exceptional Children
State Dept. of Public Instruction
116 West Edenton Street
Raleigh, NC 27611
(919) 733-3921 (Rose)
733-3004 (Nisbet)
SpecialNet: NC.SE

Infant/Toddler (Part H) Contact

Duncan Munn, Chief of Day Services
Kym Lake, ICC Staff
Mental Health, Mental Retardation, and Substance Abuse Services
Department of Human Resources
325 North Salisbury Street
Raleigh, NC 27611
(919) 733-3654
SpecialNet: NC.MR.DD

Chair, Interagency Coord. Council

Sally Sloop (co-chair)
8809 Weatherford Court
Raleigh, NC 27613
(919) 846-6219

Anne Sanford (co-chair)
Chapel Hill Outreach Project
Lincoln Center
Merritt Mill Road
Chapel Hill, NC 27516
(919) 967-8295

HCEEP Demonstration Projects

Nancy Johnson-Martin
Sally Robinson
The CHILD Project
Child Development Unit
Department of Pediatrics
Box 3364
Duke University Medical Center
Durham, NC 27706
(919) 684-5513

Tess Bennett, Director
Alma Davis, Project Coordinator
Family Specialist Training Program
Family, Infant & Preschool Program
Western Carolina Center
300 Enola Road
Morganton, NC 28655
(704) 433-2821

Carl J. Dunst, Director
Jennifer Alexander, Coordinator
Project SEARCH
Family, Infant & Preschool Program
Western Carolina Center
300 Enola Road
Morganton, NC 28655
(704) 433-2661

HCEEP Outreach Projects

Mary Lynn Calhoun, Project Director
Terry Rose, Research Director
Donna Prendergast, Coordinator
Charlotte Circle Project
Dept. of Curriculum and Instruction
University of North Carolina at Charlotte
Charlotte, NC 28223
(704) 547-2531

Carl J. Dunst, Executive Director
Angela Deal, Coordinator
Family Enablement Project
Family, Infant & Preschool Program
Western Carolina Center
300 Enola Road
Morganton, NC 28655
(704) 433-2661 (Dunst)
433-2878 (Deal & project)

Carl J. Dunst, P.I.
Kathy Whaley, Coordinator
SUNRISE
Family, Infant & Preschool Program
Western Carolina Center
300 Enola Road
Morganton, NC 28655
(704) 433-2661 (Dunst)
433-2865 (Whaley)

DES Research Institute

Don Bailey, P.I.
Carolina Institute for Infant Personnel Preparation
CB# 8180, 105 Smith Level Road
Frank Porter Graham Child Development Center
University of North Carolina
Chapel Hill, NC 27599-8180
(919) 966-4250 or -4257

DES Technical Assistance Center

Pascal L. Trohanis, Director
National Early Childhood Technical Assistance System (NEC*TAS)
CB# 8140, 500 NCNB Plaza
Frank Porter Graham Child Development Center
University of North Carolina
Chapel Hill, NC 27599-8040
(919) 962-2001

(continued on next page)

DID Research Grants

James J. Gallagher, P.I.
Carolina Policy Studies Program
CB# 8040, 300 NCNB Plaza
Frank Porter Graham Child
Development Center
University of North Carolina
Chapel Hill, NC 27599-8040
(919) 962-7374

Carl Dunst, P.I.
Family and Infant Specialist Program
Family, Infant & Preschool Program
Human Development Research Training
Institute
Western Carolina Center
300 Enola Road
Morganton, NC 28655
(704) 433-2825

DPP Grants

Don Bailey, P.I.
Comparison of Same-Age and Mixed-
Age Groupings in a Mainstreamed
Preschool
CB# 8180, 105 Smith Level Road
Frank Porter Graham Child
Development Center
University of North Carolina
Chapel Hill, NC 27599-8180
(919) 966-4250

Don Bailey, P.I.
Graduate Training in Infant Intervention
CB# 8180, 105 Smith Level Road
Frank Porter Graham Child
Development Center
University of North Carolina
Chapel Hill, NC 27599-8180
(919) 966-4250

Don Bailey, P.I.
Training Regular and Special Educators
to Use Natural Language Training
Strategies in Early Intervention
CB# 8180, 105 Smith Level Road
Frank Porter Graham Child
Development Center
University of North Carolina
Chapel Hill, NC 27599-8180
(919) 966-4250

3-5 (Section 619) Contact

Brenda K. Oas, Coordinator
Mary Beth Wilson, Coordinator
Allan Ekblad, EC Coordinator
Special Education Division
Department of Public Instruction
State Capitol
Bismarck, ND 58505-6440
(701) 224-2277
SpecialNet: ND.SE

Infant/Toddler (Part H) Contact

Robert Graham, Coordinator
Developmental Disabilities Division
Department of Human Services
State Capitol
Bismarck ND 58505
(701) 224-2768
SpecialNet: ND.SE

Chair, Interagency Coord. Council

Bertie Hagberg
MCH Nursing Consultant
State Department of Health
State Capitol
Bismarck, ND 58505
(701) 224-2493

NORTHERN MARIANA ISLANDS

3-5 (Section 619) Contact

Josephine Sablan, Asst. Coordinator
Early Childhood/Special Educ.
Programs
CNMI Public School System
P.O. Box 1370 CK
Saipan, MP 96950
011 (670) 322-9956 or -9256
SpecialNet: COM.SE

Infant/Toddler (Part H) Contact

Josephine Sablan, Asst. Coordinator
Early Childhood/Special Educ.
Programs
CNMI Public School System
P.O. Box 1370 CK
Saipan, MP 96950
011 (670) 322-9956 or -9256
SpecialNet: COM.SE

Chair, Interagency Coord. Council

Angie Guerrero
Medicaid Administrator
Department of Public Health Center
& Commonwealth Health Center
CNMI
Saipan, MP 96950
011 (670) 234-8950

DPP Grant

Henry I. Sablan, P.I.
Handicapped Personnel Preparation to
Provide Special Education and
Related Services to Newborn and
Infant Handicapped Children
Department of Education
Commonwealth of the Northern
Mariana Islands
Saipan, MP 96950
011 (670) 9812

OHIO

3-5 (Section 619) Contact

Jane Wiechel, Assistant Director
Karen Sanders, Consultant
Early Childhood Section
State Department of Education
65 South Front Street, Room 202
Columbus, OH 43266
(614) 466-0224
SpecialNet: OHIODSE

Infant/Toddler (Part H) Contact

Cindy Hirschfeld, EI Administrator
State Department of Health
131 N. High Street, Suite 411
Columbus, OH 43215
(614) 644-8389
SpecialNet: OHEIU

Kathryn Peppe, Administrative Staff
Nursing Consultant
Division of Maternal & Child Health
State Department of Health
246 N. High Street, 6th Floor
Columbus, OH 43266-0118
(614) 466-8932
SpecialNet: OHEIU

Chair, Interagency Coord. Council

James Quilty, Chief
Division of Maternal & Child Health
State Department of Health
246 N. High Street
Columbus, OH 43215
(614) 466-3263

HCEEP Demonstration Projects

Elizabeth Fesler, Director
Julie Stewart, Coordinator
Kim Frech, Supervising Teacher
Integrated Preschool Project
65 Steiner Avenue
Akron, OH 44301
(216) 434-1661

Stan Dudley, Director
Charmaine Kessinger, Coordinator
Therapeutic Liaison Consultants
University Affiliated Cincinnati Center
for Developmental Disorders
Elland and Bethesda Avenues
Cincinnati, OH 45229
(513) 559-8383

Cynthie Johnson, Director
Ruth Kirkland, Coordinator
The Inservice Model
30 East Broad Street, Room 1275
Columbus, OH 43215
(614) 466-7203

Nancy Hansen, Director
Yvonne Gillette, Assoc. Director
Project CATCH
Children's Hospital
Section of Neonatology
700 Children's Drive
Columbus, OH 43205
(614) 461-6795 (Hansen)
461-2706 (Gillette)

Jeanne Wilcox, P.I.
Susan Caswell, Research Associate
A Comparison of Language Training
Procedures with Young Children
with Developmental Disabilities
School of Speech Pathology and
Audiology
Kent State University
Kent, OH 44242
(216) 672-2672

Caven McLoughlin, Co-Director
Paul Rogers, Co-Director
Equals in Partnership
College of Education
Kent State University
412 White Hall
Kent, OH 44242
(216) 672-2928

Philippa Campbell, Director
Family Infant Project
Family/Child Learning Center
90 W. Overdale Drive
Tallmadge, OH 44278
(216) 633-2055

HCEEP Outreach Project

Marilyn Espe-Sherwindt, Director
Sandra Kerlin, Consultant
Project CAPABLE (Communities
Assisting Parents to be Able)
Special Education Department
University Affiliated Cincinnati Center
for Developmental Disorders
Elland & Bethesda Avenues
Cincinnati, OH 45229
(513) 559-4321

(continued on next page)

DID Research Grants

Thomas Stephens, P.I.
Preteaching Strategy Research
Proposal
Center for Special Needs Populations
College of Education
Ohio State University
700 Ackerman Road, Suite 440
Columbus, OH 43202
(614) 447-0844

Cheryl Messick, P.I.
Early Language Training for Young
Children with Down Syndrome
Family Child Learning Center
90 W. Overdale Drive
Tallmadge, OH 44278
(216) 633-2055

DPP Grants

Dorthyana Feldis, P.I.
Preservice Interdisciplinary Training
in Early Identification and Intervention
University Affiliated Cincinnati Center
for Developmental Disorders
Elland and Bethesda Avenues
Cincinnati, OH 45229
(513) 559-4321

William McInerney, P.I.
Personnel Preparation--Newborns,
Infants and Toddlers
College of Education & Allied
Professions
University of Toledo
2801 W. Bancroft Street
Toledo, OH 43606
(419) 537-2284

Philippa Campbell, P.I.
Doctoral and Post Doctoral Training
for Leadership Roles Focusing upon
Infants and Children with Severe
Handicaps
Family/Child Learning Center
90 W. Overdale Drive
Tallmadge, OH 44278
(216) 633-2055

OKLAHOMA

3-5 (Section 619) Contact

Karla Leatherman, Coordinator
Section for Exceptional Children
State Department of Education
2500 North Lincoln Blvd., Suite 263
Oklahoma City, OK 73105
(405) 521-3351
SpecialNet: OKLAHOMASE

Infant/Toddler (Part H) Contact

Erlene Belling
Early Intervention Coordinator
Special Education Office
State Department of Education
Oliver Hodge Memorial Education
Building, Suite 269
2500 North Lincoln Blvd.
Oklahoma City, OK 73105-4599
(405) 751-0065
SpecialNet: OK.SE

Patricia Dunkelgod, Coordinator
Interagency Coordinating Council
Oklahoma Commission on Children
and Youth
4545 North Lincoln, Suite A
Oklahoma City, OK 73105
(405) 521-4016

Chair, Interagency Coord. Council

Ann Taylor
6909 N.W. Grand Blvd.
Nichols Hills, OK 73116
(405) 843-6388

OREGON

3-5 (Section 619) Contact

Mike Barker, Coordinator
Early Intervention Programs
State Department of Education
700 Pringle Parkway, S.E.
Salem, OR 97301
(503) 373-1484
SpecialNet: OREGONSE

Infant/Toddler (Part H) Contact

Mike Barker, Coordinator
Early Intervention Programs
State Department of Education
700 Pringle Parkway, S.E.
Salem, OR 97301
(503) 373-1484
SpecialNet: OREGONSE

Chair, Interagency Coord. Council

Shelley Voboril, Chair
Early Intervention Coordinating Council
3017 Claybourne Street, S.E.
Portland, OR 97202
(503) 777-6004

HCEEP Demonstration Projects

Diane Bricker, Director
Peggy Veltman, Coordinator
BASE (Building a Strong Environment)
Center on Human Development
University of Oregon
901 East 18th Street
Eugene, OR 97403
(503) 686-3568

Diane Bricker, Director
Inservice Training for Professionals, Paraprofessionals, and Caregivers
Center on Human Development
University of Oregon
901 East 18th Street
Eugene, OR 97403
(503) 686-3568

Dean Inman, Director
Cliff Black, Research Associate
Mobility Training for Young Children with Severe Orthopedic Impairment
Oregon Research Institute
149 West 12th Avenue
Eugene, OR 97401
(503) 342-8445

HCEEP Outreach Projects

Diane Bricker, Co-Director
Juliann Cripe, Co-Director
Misty Waddell, Coordinator
EPS Outreach Training Project
Center on Human Development
University of Oregon
901 East 18th Street
Eugene, OR 97403
(503) 686-3568

Joyce Peters, Director
Torry Piazza-Templeman, Coord.
Data-Based Classroom Model
Teaching Research
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-8391

DPP Grants

Diane Bricker, P.I.
Personnel Preparation of Early Childhood Special Educators
Center on Human Development
University of Oregon
901 East 18th Street
Eugene, OR 97403
(503) 686-3568

Carol Bunse, P.I.
Education and Related Services to Newborn and Infant Handicapped Children
Teaching Research Data-Based Classroom
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-1220, Ext. 391

Nancy Rushmer, P.I.
Training for Program Managers/ Teachers of Hearing Impaired Infants/Preschoolers
3930 S.W. Macadam Avenue
Portland, OR 97201
(503) 279-4206

3-5 (Section 619) Contact

Peter Elechuus, Coordinator
Special Education
Bureau of Education
Box 189
Koror, Palau, PW 96940
International Operator: 569

Dilmei Olkeriil
Preschool Program
Bureau of Education
Box 189
Koror, Palau, PW 96940
International Operator: 568

Martin Sokau
Chapter 2 Coordinator
Bureau of Education
Box 189
Koror, Palau, PW 96940
International Operator: 547

Infant/Toddler (Part H) Contact

Elizabeth Watanabe, Coordinator
Nora Renguul
Part H Program
Bureau of Education
Box 189
Koror, Palau, PW 96940
International Operator: 569

Chair, Interagency Coord. Council

Philomena Milong
ICC Chair
Box 189
Koror, Palau, PW 96940
International Operator: 576 OR 439

PENNSYLVANIA

3-5 (Section 619) Contact

Rick Price, Karen Morra, & Cheryl Keenan
Special Education Advisors
Bureau of Special Education
State Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-6913
SpecialNet: PA.SE

Infant/Toddler (Part H) Contact

Mel Knowlton, Director
Jana Burdge, MR Policy Specialist
Division of Policy Development and Program Support
Norma Schoppel, Head of Children's Services Section
Division of Community Program Development
Office of Mental Retardation
Health & Welfare Building, Room 302
Harrisburg, PA 17120
(717) 783-5764 (Knowlton)
783-5771 (Burdge)
783-5661 (Schoppel)
SpecialNet: PAOMR

Chair, Interagency Coord. Council

Steven M. Eidelman
Deputy Secretary for Mental Retardation
Department of Public Welfare
Health & Welfare Building, Room 302
Harrisburg, PA 17120
(717) 787-3700

HCEEP Demonstration Projects

Kenneth Thurman, Director
Liaison Infant Family Team Project
Special Education Programs
Temple University
Philadelphia, PA 19122
(215) 787-6018

or

Ksenia Zukowsky, Team Coordinator
Bryn Mawr Hospital
Women's Building
Bryn Mawr, PA 19010
(215) 896-4252 or -3836

Heidi Feldman, Director
Stephen Bagnato, Co-Director
Dianna Ploof, Coordinator
Developmental Support for Medically Handicapped Children
Children's Hospital of Pittsburgh
Child Development Unit
3705 5th Avenue
Pittsburgh, PA 15213
(412) 647-5560

Joanne Cohen, Director
Rose Cipollone, Coordinator
Project STEP-UP
ARC of Allegheny County
1001 Brighton Road
Pittsburgh, PA 15233
(412) 322-6008

Robert Mochan, Executive Director
Maureen Guth, Project Coordinator
KIDS (Keying Integration in Daycare/Preschool Settings)
ARC of Centre County
305 S. Burrowes Street
State College, PA 16801
(814) 238-1444 or -2105

HCEEP Outreach Project

Phil Strain, Director
LEAP Outreach
Western Psychiatric Clinic
3811 O'Hara Street
Pittsburgh, PA 15213-2593
(412) 462-2903

DID Research Grants

Phil Strain, Director
Effective Intervention Procedures for Teaching Social Skills to Handicapped Preschoolers
3811 O'Hara Street
Pittsburgh, PA 15213-2593
(412) 462-2903

Phil Strain, Director
Peer-Mediated Approaches for Instructing and Maintaining Students with Handicaps in General Education Classrooms
3811 O'Hara Street
Pittsburgh, PA 15213-2593
(412) 462-2903

DPP Grants

Kenneth Thurman & Lorraine Russell, P.I.s
Preparation of Infant Personnel--Related Services
Temple University
Broad Street & Montgomery Avenue
Philadelphia, PA 19122
(215) 787-6018 or -1876

Kenneth Thurman, P.I.
Preparation of Infant Special Educators
Temple University
Broad Street & Montgomery Avenue
Philadelphia, PA 19122
(215) 787-6018

(continued on next page)

DPP Grants (cont'd)

Susan Effgen, P.I.
Preparation of Leadership Personnel
in Pediatric Physical Therapy
Program in Physical Therapy
Hahnemann University, MS 502
Broad and Vine
Philadelphia, PA 19102
(215) 448-4970

Verna Hart, P.I.
Preservice Preparation to Serve
Multihandicapped Infants
4F30 Forbes Quad
University of Pittsburgh
Pittsburgh, PA 15260
(412) 648-7449

Sarah Willoughby-Herb, P.I.
Infant Development Specialist
Program
College of Education and Human
Services
Shippensburg University
North Prince Street
Shippensburg, PA 17257
(717) 532-1251

PUERTO RICO

3-5 (Section 619) Contact

Awilda Torres
Director for Early Childhood
Department of Education
P.O. Box 759
Hato Rey, PR 00919
(809) 759-7228

Infant/Toddler (Part H) Contact

Carmen Aviles, Coordinator
Infants & Toddlers with Handicaps
Program
Department of Health
Call Box 70184
San Juan, PR 00936
(809) 767-0870
767-1616, Ext. 2228

Chair, Interagency Coord. Council

Miguel Valencia
Department of Health
Maternal & Child Health Division
Call Box 70184
San Juan, PR 00936
(809) 767-0870

RHODE ISLAND

3-5 (Section 619) Contact

Robert Pryhoda, Coordinator
Amy Cohen, Preschool ECSE Consultant
Barbara Burgess, Preschool ECSE Trainer-Consultant/Part H Liaison
Special Education Program Services Unit
State Department of Elementary and Secondary Education
Roger Williams Building, Room 209
22 Hayes Street
Providence, RI 02908
(401) 277-3505
SpecialNet: RI.SE

Infant/Toddler (Part H) Contact

Thomas Kochanek, Executive Director
Interagency Coordinating Council
Department of Special Education
Rhode Island College
600 Mt. Pleasant Avenue
Providence, RI 02908
(401) 456-8599
SpecialNet: RIC.SE

Chair, Interagency Coord. Council

J. Troy Earhart, Commissioner
State Department of Education
22 Hayes Street
Providence, RI 02908
(401) 277-2031

HCEEP Demonstration Project

Thomas Kochanek, Director
PREDICTS
Department of Special Education
Rhode Island College
600 Mt. Pleasant Avenue
Providence, RI 02908
(401) 456-8599

SOUTH CAROLINA

3-5 (Section 619) Contact

Carolyn Boney, Chief Supervisor
Mary Ginn, State Plan Consultant
Programs for the Handicapped
State Department of Education
Koger Executive Center
100 Executive Center Drive
Santee Building, Suite 210
Columbia, SC 29210
(803) 737-8710
SpecialNet: SCAROLINAOPH

Infant/Toddler (Part H) Contact

Eve Bogan, Project Adminstrator
Division of Children's Health
Department of Health and Environmental Control
2600 Bull Street
Columbia, SC 29201
(803) 737-4046

Chair, Interagency Coord. Council

Anne P. Elliott
132 Surrey Circle
Akin, SC 29801
(803) 648-1672

HCEEP Demonstration Projects

Conway Saylor, Director
Model Early Intervention Program for Multiply Handicapped Infants
Department of Psychiatry
Medical University of South Carolina
171 Ashley Avenue
Charleston, SC 29425
(803) 792-9633

Cordelia Robinson, P.I.
Kathy McCart, Coordinator
Experimental Comparison of Parent Training Approaches
Human Development Center
School of Education
Winthrop College
Rock Hill, SC 29733
(803) 323-2244

DPP Grant

Hiram L. McDade, P.I.
Preparation of Special Educators
Dept. of Communicative Disorders
University of South Carolina
Columbia, SC 29208
(803) 777-4813

SOUTH DAKOTA

3-5 (Section 619) Contact

Paulette Levisen
Section for Special Education
Department of Education and
Cultural Affairs
700 Governors Drive
Pierre, SD 57501-2293
(605) 773-4329
SpecialNet: SDAKOTASSE

Infant/Toddler (Part H) Contact

Becky Dravland
Section for Special Education
Department of Education and
Cultural Affairs
700 Governors Drive
Pierre, SD 57501-2293
(605) 773-4693
SpecialNet: SDAKOTASSE

Chair, Interagency Coord. Council

Paulette Levisen
Section for Special Education
Department of Education and
Cultural Affairs
700 Governors Drive
Pierre, SD 57501-2293
(605) 773-4329

TENNESSEE

3-5 (Section 619) Contact

JoLeta Reynolds, Associate
Assistant Commissioner
Bette Berry, EC Consultant
Office for Special Education
State Department of Education
103 Cordell Hull Building
Nashville, TN 37219
(615) 741-2851
SpecialNet: TN.SE

Infant/Toddler (Part H) Contact

JoLeta Reynolds, Associate
Assistant Commissioner
Sarah Willis, Part H Coord.
Office for Special Education
State Department of Education
100 Cordell Hull Building
Nashville, TN 37219
(615) 741-2851
SpecialNet: TN.SE

Chair, Interagency Coord. Council

Wesley Brown
East Tennessee State University
Box 15,520A
Johnson City, TN 37614-0002
(615) 929-4192 or -5849

HCEEP Demonstration Projects

Wesley Brown, Center Director
Crystal Kaiser, Project Director
Ecological Caregiving for
Home Outcomes (ECHO)
Center for Early Childhood
East Tennessee State University
Box 15,520A
Johnson City, TN 37614-0002
(615) 929-5615 (Kaiser & project)
929-4192 (Brown)

Steve Warren, P.I.
Eva Horn, P.I
A Comparative Analysis of Two
Approaches to Early Motor Skill
Intervention
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-8277

HCEEP Outreach Project

Steven Warren, P.I.
Donna de Stefano, Project Coord.
Tennessee Outreach Training (TOT)
Project
Department of Special Education
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-8277 (Warren)
322-8282 (de Stefano)

DID Research Grants

Ann Kaiser, P.I.
Cathy Allpert, Coordinator
Early Education Research
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 352-7479

Samuel Odom, P.I.
Social Interaction Training Programs
for Young Children with Handicaps
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-2249

DPP Grants

Dean Richey, P.I.
Rural Infant Intervention Specialist
Program (RIISP)
Tennessee Technological University
Box 5074
Cookeville, TN 38505
(615) 372-3555

Wesley Brown
Enahancing the Capacity of Physicians,
Nurses, and Social Workers to Serve
Newborn and Infant Handicapped
Children
Box 15,520A
East Tennessee State University
Johnson City, TN 37614-0002
(615) 929-5849

NIDRR Grants

Ann Kaiser, P.I.
Parents as Milieu Language Teachers
Peabody College, Box 328
Vanderbilt University
Nashville, TN 37203
(615) 322-8186

TEXAS

3-5 (Section 619) Contact

Randy Soffer
Early Childhood Program Director
Special Education Programs
Texas Education Agency
1701 North Congress, Room 5-120
Austin, TX 78701
(512) 463-9414
SpecialNet: TX.SE

Infant/Toddler (Part H) Contact

Mary Elder, Administrator
Texas Early Childhood Intervention Program
Department of Health
1100 West 49th Street
Austin, TX 78756
(512) 458-7673
SpecialNet: TXTDH

Mary Jo Miller
Texas Early Childhood Intervention Program
Department of Mental Health/Mental Retardation
P.O. Box 12668
Austin, TX 78711
(512) 465-4668

Chair, Interagency Coord. Council

Kay Lambert
7800 Shoal Creek Blvd.
Suite 171-E
Austin, TX 78757
(512) 454-4816

HCEEP Demonstration Projects

Tanya Tullos, Co-Director
Extended Clinical Services Project
Region 16 Education Service Center
P.O. Box 30600
Amarillo, TX 79120
(806) 376-5521

or

Ed Hammer, Co-Director
Extended Clinical Services Project
Texas Tech University
Department of Pediatrics
School of Medicine
1400 Wallace Boulevard
Amarillo, TX 79106
(806) 354-5536

DPP Grant

Maury Martinez, P.I.
Texas Tech Infancy Training Program
Texas Tech University
Health Sciences Center
1400 Wallace Blvd.
Amarillo, TX 79106
(806) 354-5433

UTAH

3-5 (Section 619) Contact

John Killoran, 619 Coordinator
Special Education Section
State Office of Education
250 East 5th South
Salt Lake City, UT 84111
(801) 538-7700
SpecialNet: UT.SE

Infant/Toddler (Part H) Contact

Dr. George Delavan, Director
Handicapped Children's Services
Chris Kaminsky, Coordinator
Early Intervention Program
Division of Family Health Srvcs.
State Department of Health
P.O. Box 16650-25 BHCS
Salt Lake City, UT 84116-0650
(801) 538-6165 (Delavan)
538-6922 (Kaminsky)
SpecialNet: UTHEALTH

Chair, Interagency Coord. Council

Athlene B. Coyner
720 South 650 East
Bountiful, UT 84010
(801) 295-3783

HCEEP Outreach Project

Sarah Rule, Director
Adrienne Peterson, Coordinator
Integrated Outreach for Utah
Developmental Center for Handicapped Persons
Utah State University
UMC 6805
Logan, UT 84322-6805
(801) 750-1987

DES Research Institute

Richard Roberts, Director
Diane Biehl, Coordinator
Early Intervention Research Institute
Developmental Center for Handicapped Persons
Utah State University
UMC 6580
Logan, UT 84322
(801) 750-2029

DPP Grant

Sarah Rule, P.I.
A Proposal to Prepare Early Childhood Special Educators to Teach in the Least Restrictive Environment
Developmental Center for Handicapped Persons
Utah State University
UMC 6805
Logan, UT 84322-6805
(801) 750-1987

VERMONT

3-5 (Section 619) Contact

Kathy Sollace, Preschool Coord.
Liz Truslowe, EC/SE Consultant
Special Education Unit
State Department of Education
120 State Street
Montpelier, VT 05602-2703
(802) 828-3141
SpecialNet: VT.SE

Infant/Toddler (Part H) Contact

Kim Keiser, 0-3 Coordinator
Special Education Unit
State Department of Education
120 State Street
Montpelier, VT 05602-2703
(802) 828-3141
SpecialNet: VT.SE

Chair, Interagency Coord. Council

Nancy DiVenere (co-chair)
Parent-to-Parent of Vermont
Champlain Mill, #69
1 Main Street
Winooski, VT 05404
(802) 655-5290

Mark Sustic (co-chair)
P.O. Box 163
Fairfax, VT 05454
(802) 868-4457

HCEEP Demonstration Project

Wayne Fox, Director
Early Childhood Special Education
Program Development in Rural
Settings
Center for Developmental Disabilities
University of Vermont
499-C Waterman Building
Burlington, VT 05405-0160
(802) 656-4031

HCEEP Outreach Project

Wayne Fox, Director
Jane Ross-Allen, Coordinator
TEEM (Transition into Elementary
Education Mainstream) Outreach
Center for Developmental Disabilities
University of Vermont
499-C Waterman Building
Burlington, VT 05405-0160
(802) 656-4031

DPP Grants

Wayne Fox, Director
Angela Capone, Coordinator
Preparing Early Intervention Special-
ists to Serve Newborn and Infant
Children within Rural Vermont
Center for Developmental Disabilities
University of Vermont
499-C Waterman Building
Burlington, VT 05405-0160
(802) 656-4031

Karla Hull, P.I.
Early Childhood Special Education:
Satellite Site
Vermont College
Norwich University
Northfield, VT 05663
(802) 223-8766

3-5 (Section 619) Contact

Dana Fredebaugh, ECSE Supervisor
Division of Special Education
Department of Education
#44-46 Kongens Gade
St. Thomas, VI 00802
(809) 776-5802
SpecialNet: VI.SE

Wanda Hamilton, ECSE Coordinator
Division of Special Education
Department of Education
#21-23 Hospital Street
Christiansted, St. Croix, VI 00802
(809) 773-1095
778-0055

Infant/Toddler (Part H) Contact

Patricia Adams, Program Director
Iselyne Hennessey, Project Director
Division of Maternal and Child Health/
Crippled Children Services
Department of Health
Knud Hansen Complex
St. Thomas, VI 00802
(809) 776-3580 (Adams)
774-9000 (Hennessey)

Chair, Interagency Coord. Council

Patricia Nobbie
P.O. Box 3138
Fredericksted, St. Croix, VI 00841
(809) 772-3966

VIRGINIA

3-5 (Section 619) Contact

Andrea Lazzari, Director
Division of Special Education Programs
State Department of Education
P.O. Box 6Q
Richmond, VA 23216-2060
(804) 225-2873
SpecialNet: VA.SE

Infant/Toddler (Part H) Contact

Michael Fehl, Director
Mental Retardation, Children and Youth Services
Ann Lucas, Coordinator
Early Intervention Program
Department of Mental Health, Mental Retardation and Substance Abuse Services
P.O. Box 1797
Richmond, VA 23233
(804) 786-3710

Chair, Interagency Coord. Council

Frances Dunston, M.D., Director
Richmond City Health Department
600 E. Broad Street
Richmond, VA 23219
(804) 780-4211

HCEEP Demonstration Projects

Michael Castleberry, P.I.
Penny Wald, Project Director
Project APIP (Alexandria Preschool Intervention Project
Charles Barrett Elementary School
1115 Martha Curtis Drive
Alexandria, VA 02302
(703) 820-2486 (Sept.-June)
998-6323 (June-Sept.)

Corinne Garland, Exec. Director
Deana Buck, Project Director
Project Trans/Team
Child Development Resources
P.O. Box 299
Lightfoot, VA 23090
(804) 565-0303

HCEEP Outreach Project

Corinne Garland, Project Director
Debra Carlotti, Coordinator
CDR Outreach: A Capital Project
Williamsburg Area Child Development Resources, Inc.
P.O. Box 299
Lightfoot, VA 23090
(804) 565-0303

Corinne Garland, Project Director
Sheri Osborne, Coordinator
CDR Outreach: A National Model Replication Project
Williamsburg Area Child Development Resources, Inc.
P.O. Box 299
Lightfoot, VA 23090
(804) 565-0303

Marie Shelton, Director
Hampton University Mainstreaming Outreach Services (HUMOS)
Phenix Hall, Room 304
Hampton University
Hampton, VA 23668
(804) 727-5533 or -5751

DPP Grants

Jennifer Kilgo, P.I.
Development and Expansion of a Field-Based Graduate Training Program in ECSE
School of Education, Box 2020
Virginia Commonwealth University
1015 W. Main Street
Richmond, VA 23298-2020
(804) 367-1305

Jennifer Kilgo, P.I.
A Field-Based Graduate Training Program in Infant/Family Services
School of Education, Box 2020
Virginia Commonwealth University
1015 W. Main Street
Richmond, VA 23298-2020
(804) 367-1305

Bernadine Clarke, P.I.
Newborn/Infant Special Education and Related Services
School of Nursing, Box 567
Virginia Commonwealth University
Richmond, VA 23298-0567
(804) 786-4572 or -0720

NIDRR Grants

Mary Fisher, P.I.
Using the P.L. 89-313 Program to Promote Community Placement
TASH Office of Government Relations
1511 King Street
Alexandria, VA 22314
(703) 683-5586

Peggy Cvach, P.I.
Research and Demonstration Project to Improve Functioning in Families with Learning-Disabled Children
Interamerica Research Associates
7926 Jones Branch Road, Suite 1100
McLean, VA 22102
(703) 893-6061

WASHINGTON

3-5 (Section 619) Contact

Michael Conn-Powers, Coordinator
Office of the Superintendent of
Public Instruction
Old Capitol Bldg., FG-11
Olympia, WA 98504
(206) 753-0317
SpecialNet: WA.SE

Infant/Toddler (Part H) Contact

Linda Knox, Part H Coordinator
Barbara Woodward, Associate for
Field Coordination
Karen Woodsum, Associate for
Consumer Participation
Birth to Six Planning Project
Dept. of Social & Health Svcs.
12th and Franklin Streets
MS: OB-33J
Olympia, WA 98504-0095
(206) 586-5595 (Knox)
586-5389 (Woodward)
586-5390 (Woodsum)
SpecialNet: WA.BIRTHTOSIX

Chair, Interagency Coord. Council

Scott Truax
Department of Services for the
Blind
3411 South Alaska Street
Seattle, WA 98118
(206) 721-4410

HCEEP Demonstration Projects

Charles Peck & Karen Peterson,
Principal Investigators
RAMPP (Rural Area Model
Preschool Project)
Dept. of Counseling Psychology
Washington State University
Pullman, WA 99164-2131
(509) 335-7016

or

Sherrill Richarz, Director
RAMPP
Department of Child and
Family Studies
108 White Hall
Washington State University
Pullman, WA 99164
(509) 335-8586 OR -3773

Eugene Edgar, Director
Patricia Vadasy, Coordinator
The Childhaven Project
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-4011

Joseph Jenkins & Kevin Cole, P.I.s
LRE Sensitive Curriculum: Mediated
Learning with Siblings and Peers
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-4011

Rebecca Fewell, Director
Rodd Hedlund, Coordinator
Transactional Family Systems Model
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-4011

Dorothy Cline, Coordinator
PAVE/Family Empowerment Project
12208 Pacific Highway, S.W.
Tacoma, WA 98499
(206) 588-1741

or

Martha Gentili, Executive Director
Washington PAVE
6316 South 12th
Tacoma, WA 98465
(206) 565-2266

DID Research Grants

Michael Guralnick, P.I.
Communicative Interactions of Mildly
Delayed and Nonhandicapped
Preschool Children in Mainstreamed
Settings
Child Development and Mental
Retardation Center
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-2832

Thomas Lovitt, P.I.
Hypertext CAI
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-4011

Joseph Jenkins, P.I.
Kevin Cole, Coordinator
A Longitudinal Follow-up of
Graduates from Two Preschool
Instructional Models
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-4011

(continued on next page)

DPP Grants

Elizabeth Kanny, P.I.
Occupational Therapy Training in
Early Intervention Services
Division of Occupational Therapy
Department of Rehabilitation Medicine
University of Washington, RJ-30
Seattle, WA 98195
(206) 545-7411

Rebecca Fewell, P.I.
Preparation of Personnel to Provide
Special Education and Related
Services to Newborn and Infant
Handicapped Children
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-4011

Eugene Edgar, P.I.
Preparation of Special Educators:
Early Childhood
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-4011

Marie Thompson, P.I.
Preservice Interdisciplinary Model:
Birth to Five Years
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-4011

WEST VIRGINIA

3-5 (Section 619) Contact

Pam George, Coordinator
Preschool Handicapped
Office of Special Education Admin.
Capitol Complex
Building 6, Room 304
Charleston, WV 25305
(304) 348-2696
SpecialNet: WVIRGINIAOSE

Infant/Toddler (Part H) Contact

Barb Merrill, Coordinator
Wanda Radcliff
Office of Behavioral Health Services
Division of Health
Department of Health and Human Resources
1800 Washington Street, East
Building 3, Room 462
State Capitol Complex
Charleston, WV 25305
(304) 348-0627
SpecialNet: WVDOH

Chair, Interagency Coord. Council

Mike Popp
26 Kitson Street
Weston, WV 26452
(304) 269-1210

DPP Grants

Wilfred Wienke, P.I.
Early Intervention Special Education
Department of Special Education
College of Human Resources and Education
West Virginia University
Morgantown, WV 26506
(304) 293-3450

Bob Angle, P.I.
Personnel Preparation--Preschool Handicapped
College of Education
Marshall University
3rd Avenue and Hal Greer Blvd.
Huntington, WV 25701
(304) 696-2340

WISCONSIN

3-5 (Section 619) Contact

John Stadtmueller, Chief
Early Childhood Sensory and
Language Impaired Programs
Jenny Lange, Program Supervisor
Early Childhood Handicapped Pgms.
Division for Handicapped Children
and Pupil Services
State Dept. of Public Instruction
P.O. Box 7841
Madison, WI 53707
(608) 266-6981 (Stadtmueller)
267-9172 (Lange)
SpecialNet: WI.SE

Infant/Toddler (Part H) Contact

Susan Robbins, EC Specialist
Division of Community Services
Dept. of Health & Social Services
P.O. Box 7851
Madison, WI 53707
(608) 267-3270
SpecialNet: WI.SE

Susan Tillema, Early Interventionist
Division of Health
Dept. of Health & Social Services
P.O. Box 309
Madison, WI 53701
(608) 266-3822
SpecialNet: WI.SE

Chair, Interagency Coord. Council

Eloise Anderson, Administrator
Division of Community Services
1 West Wilson Street, Room 550
Madison, WI 53702
(608) 266-2701

HCEEP Demonstration Project

George Jesien, Director
Mary Anne Sampon, Coordinator
Project LIFT (Linking Infants
and Families Together)
Cooperative Educational Service
Agency #5
626 East Slifer Street
Portage, WI 53901
(608) 742-8811

DPP Grant

Barbara Reid, P.I.
Project TRAIN
Department of Special Education
University of Wisconsin/Whitewater
800 W. Main Street
Whitewater, WI 43190
(414) 472-5808

WYOMING

3-5 (Section 619) Contact

Patricia Robinson, Early
Childhood Coordinator
State Department of Education
Federal Program Unit
2300 Capitol Avenue, 2nd Floor
Cheyenne, WY 82002-0050
(307) 777-6236
SpecialNet: WY.SE

Infant/Toddler (Part H) Contact

Kathy Emmons, Part H Coordinator/
Infant Consultant
Wayne Johnson, Program Manager
Division of Community Programs
Department of Health and Social
Services
353 Hathaway Building
Cheyenne, WY 82002
(307) 777-7115

Chair, Interagency Coord. Council

Catherine Benitz, Regional Director
Lincoln-Unita Child Development
Association
Box 570
Mt. View, WY 82939
(307) 782-6601

PROJECT ABSTRACTS

(by program category and governing entity)

Principle of Organization:

HCEEP Demonstration Projects

- Community Involvement Projects
- Experimental/Compensatory Projects
- Inservice Training Projects
- Integrated Preschool Programs
- Least Restrictive Environment Projects
- Methodology for Infants/Toddlers
- Nondirected/Experimental Projects
- Severely Handicapped Infant Projects

HCEEP Outreach Projects

- Outreach Project--National
- Outreach Project--State

Research Institutes

Technical Assistance Center

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A Community Systems Approach to American Indian Families

Community Involvement Project
Principal Investigators: Richard Carroll & Joanne O'Connell
Fiscal Agency: Northern Arizona University (Flagstaff, AZ)

Funding Period: 1986-89
Phone: (602) 523-4791

MAJOR GOAL: To provide culturally appropriate intervention services to high-risk Native American infants and their families; and to facilitate community networking through the use of indigenous paraprofessionals as instructional aides and home visitors.
TARGET POPULATION: Infants birth to age 36 months and their families on the White Mountain Apache Indian reservation. Infants are at risk due to newborn biological status, caregiver-infant interactions, and home environment characteristics. The adult population is predominantly bilingual, with limited English proficiency.
PROGRAM: Primary caregivers of infants that are handicapped and at-risk receive training in effective infant/caregiver interaction, in promoting the child's development, and in securing formal and informal support services. Training is provided in the home by Apache paraprofessional intervenors, and individualized family plans are developed. The model incorporates four major cultural characteristics of the target population: the high value placed on children and on conformity to social norms; the use of native language and the need for materials that can be readily understood by persons with limited English proficiency; the reserved and private character of the Apache people; and the informal social support network in the Apache community, built around the traditional clan system. Local Native American Advisors review project-developed survey and assessment materials to ensure cultural appropriateness.

Central Iowa Parent-Infant Nurturing Center

Community Involvement Project
Principal Investigator: Evelyn Anderson
Fiscal Agency: Iowa Methodist Medical Center (Des Moines, IA)

Funding Period: 1987-90
Phone: (515) 283-5010

MAJOR GOAL OF PROJECT: To establish a centralized diagnosis and treatment center for failure-to-thrive infants and their families.
TARGET POPULATION: Infants who exhibit nonorganic failure to thrive (FTT), and their families. Nonorganic FTT is caused by serious disturbance in the parent-child relationship and may result in developmental delay, learning problems, and behavioral disorders.
PROGRAM: The project provides a) assistance that is nonstigmatizing, nonjudgmental, and nonthreatening to multiproblem families requiring social assistance which may be court-mandated; b) a cost-effective alternative to current treatment approaches; and c) an alternative to foster care placement. Medical history, nutritional pattern, family dynamics, and mother/infant interactions will be assessed for each family. A multidisciplinary team will deliver services that include physical and developmental health monitoring for the child; group, individual, and family therapy for the caregiver and family; and cognitive and behavior therap for the caregiver. Treatment will be provided in three phases of decreasing intensity, and mothers in Phase I will be paired with peer partners. Follow-up services, including home visits and medical exams, will be provided on annually until the child reaches school age.

Transagency Services for Young Exceptional Children

Community Involvement Project — Funding Period: 1987-90
Principal Investigator: John Hornstein — Phone: (207) 879-4126
Fiscal Agency: Infant Development Center, Maine Department of Mental Health/Mental Retardation (South Portland, ME)

MAJOR GOAL: To strengthen the present interagency system by improving entry into services through transdisciplinary/transagency screening and assessment of preschool children, and by closing gaps in the continuum of services for children with handicaps.
TARGET POPULATION: Children birth to age 5 years with developmental problems.
PROGRAM: The project has four objectives: 1) to adopt a "transagency" approach to meet the unmet needs of developmentally delayed preschool children in York County; 2) to develop a transdisciplinary team for child assessment and program planning, with specific responsibilities for each of the team members (e.g., social workers; speech, occupational, and physical therapists); 3) to provide a comprehensive service program for severely and profoundly handicapped preschoolers, which includes classroom and home programming, and orientation and mobility training; and 4) to establish centralized access to adequate service facilities in York county.

Project WIN

Community Involvement Project — Funding Period: 1986-89
Principal Investigator: Geneva Woodruff — Phone: (617) 783-7300
Fiscal Agency: South Shore Mental Health Center (Brighton, MA)

MAJOR GOAL: To provide transagency, family-focused services to young children at risk for AIDS or diagnosed as having AIDS due to parental intravenous drug abuse.
TARGET POPULATION: Children under age 6 years whose parents have successfully completed treatment or are in treatment for intravenous substance abuse at one of the WIN network treatment agencies.
PROGRAM: The project provides intensive family-focused, home-based education, counseling, and psychosocial support services, as well as center-based educational and therapeutic services. Services include transdisciplinary assessment of child and family, coordination of primary care and support services, case management, implementation of the comprehensive service plan, and individual or group counseling. Each family's individualized service plan, reflecting family-identified needs and priorities, is reviewed quarterly. Services of health, medical, educational, and social service agencies are coordinated by a board composed of representatives from state and city agencies, pediatric units, and service agencies. Concerns of this board include mobilization of services before the child is released from the hospital, effective and efficient use of community resources, containment of health care costs, reduced demand on hospital/hospice resources, and maximum community support for child and family. The project provides training and information dissemination regarding successful service strategies.

Crossroads: A Cooperative Transagency Program for Preschool Culturally/Linguistically Diverse Exceptional Children

Community Involvement Project — Funding Period: 1987-90
Principal Investigator: Isaura Barrerra Metz — Phone: (716) 835-1610
Fiscal Agency: Language Development Program of Western New York (Hamburg, NY)

MAJOR GOAL: To coordinate services for culturally/linguistically diverse (C/LD) preschool handicapped and at-risk children and their families in least restrictive settings; and to prepare program staff and caregivers to serve this population.
TARGET POPULATION: Handicapped and developmentally at-risk children birth to age 5 years from diverse cultural/linguistic backgrounds (including Hispanic, Black, Asian American, and American Indian), and their families. Most of the children served are mentally retarded, physically impaired, and/or communicatively disordered.
PROGRAM: CROSSROADS is a community-based transagency program that takes an integrative approach to C/LD-special education services. Educational, therapeutic, and medical services are provided in existing service settings. Project staff provide culturally and linguistically specific services not currently available in participating agencies, such as assessments in a language other than English, assessment of the child's cultural proficiency needs, and interpretation of culture-based behavior patterns. Family services are directed toward helping families access needed services, understand due process, and participate in their child's intervention and development. Project staff also work with agencies and community providers to foster understanding of cross-cultural communication and the acculturation process. Staff support services include workshops, individual training, and dissemination of materials through a regional resource network.

CHILD Project (Children with Handicaps Integrated for Learning in Day Care)

Community Involvement Project — Funding Period: 1987-90
Principal Investigator: Nancy Johnson-Martin — Phone: (919) 684-5032
Fiscal Agency: Duke University Medical Center (Durham, NC)

MAJOR GOAL: To facilitate the transition to full services for handicapped children, birth to age 6 in Durham County.
TARGET POPULATION: At-risk and handicapped children birth to age 5 years, whose families use or are in need of day care.
PROGRAM: The project will serve a liaison function in helping members of the local interagency council plan for the coordination of existing services for young handicapped children. Because day care settings meet the needs of working parents and because day care often is the least restrictive settings for handicapped preschoolers, the project will encourage the council to include day care providers in planning and providing services. Through demonstration of an inexpensive model of prescreening, screening and diagnosis, the project will encourage the implementation of a countywide identification program. Data of the numbers of preschool children in need of special services will be collected for discussion of the needs of this population and how well these needs correspond to current eligibility criteria. The project will develop a curriculum for handicapped children age 2 through 5 which can be used effectively in integrated group care settings. The project will involve local families of young handicapped children in identifying the issues of special concern to working parents and will provide this information to policymakers at the local and state agencies.

Integrated Preschool Project

Community Involvement Project
Principal Investigator: Elizabeth Fesler
Fiscal Agency: Akron Public Schools (Akron, OH)

Funding Period: 1987-90
Phone: (216) 434-1661

MAJOR GOAL: To develop and implement an interagency collaborative model for delivery of integrated special education and related services for young children with disabilities, within existing preschools for children who are nondisabled.
TARGET POPULATION: Children, age 3 to 5 years, with significant disabilities, such as cerebral palsy or other motor movement, multisensory impairment, severe specific language disorders, multiple handicaps, or severe behavior disorders; and their families.
PROGRAM: The model integrates services from the local education agency with those delivered by Head Start. Children are integrated into three Head Start Centers on the basis of chronological age, degree of disability, and geographical location of the child's home. Child and family goals are assessed, and parents participate with professionals in developing individual education plans and specific instructional strategies to accommodate the child's disability. Therapists provide consultation to classroom teachers in classroom physical design, materials selection and modification, task modification, and integrated procedures for intervention with specific children and/or for group activities. Speech/language, occupational, or physical therapy services are provided as needed. Parent trainers assist families in accessing community resources and in working with their children at home. Staff development activities are available for Head Start and project staff.

PREDICTS (Preschool Early Detection and Infant Classification Technique and Service)

Community Involvement Project
Principal Investigator: Thomas Kochanek
Fiscal Agency: Rhode Island College (Providence, RI)

Funding Period: 1987-90
Phone: (401) 456-8599

MAJOR GOAL: To develop and implement a serial, multivariate screening and assessment process founded upon child, family, and parent/child factors; and to implement a community-based intervention and support service system for identified children and their families, using existing day care facilities.
TARGET POPULATION: Children birth to age 3 years, and their families, who have established conditions or demonstrate verifiable risk for a range of adverse outcomes, including developmental disabilities, infant morbidity, parent/child interactional disturbances, and/or subsequent school failure.
PROGRAM: PREDICTS will develop and field-test an interagency, child- and family-focused, multiple-risk screening and assessment model to identify young children with developmental disabilities, or at risk for adverse outcomes due to the limited resources of their families. The model will be incorporated into existing programs and services (e.g., MCH neonatal screening; EPSDT). The project also will develop and evaluate an intervention model for special needs toddlers which utilizes existing home- and center-based day care environments. Program features include an interagency identification and intervention model with specific focus on health care and educational systems; 2) a screening and program eligibility model grounded in actuarial and epidemiological statistics; and 3) a multivariate evaluation methodology which assesses the relationships between population and program traits and beneficial child and family outcomes.

Extended Clinical Services Project

Community Involvement Project — Funding Period: 1986-89
Principal Investigators: Tanya Tullos & Ed Hammer — Phone: (806) 354-5536
Fiscal Agency: Texas Tech University Health Sciences Center (Amarillo, TX)

MAJOR GOAL: To provide a model of coordinated medical and educational services through a functional curriculum encompassing hospital-based care procedures and parent-child interactions beginning in the PICU or NICU.
TARGET POPULATION: Infants in the neonatal intensive care unit (NICU) who are at risk due to premature birth; and children, birth to age 5 years, from the pediatric intensive care unit (PICU) who are at risk due to severe head trauma.
PROGRAM: The project develops an individual medical/educational plan for each child based upon medical and behavioral assessments. These data are combined with a family assessment into an individualized family service plan. Intervention in the hospital focuses on clustering of care, positioning, enhancement of quiet state, and proper handling. As the child's condition stabilizes, the focus shifts to visual and auditory attending, coordinated movement, reduction of distress, and social-emotional development. Home intervention centers on parent observation of and responsiveness to the child's cues, emphasizing language and higher cognitive processes (primary risk areas in medically fragile children). The project provides support to the family through case management while the child is critically ill, and models appropriate interactions in the home and community. Home visits and follow-up are provided. The project has developed curricula materials for working with critically ill infants from hospitalization through 30 months after discharge and a videotape providing an overview to the project.

Family Empowerment Project

Community Involvement Project — Funding Period: 1987-90
Principal Investigator: Dorothy Cline — Phone: (206) 588-1741
Fiscal Agency: Washington PAVE (Tacoma, WA)

MAJOR GOAL: To empower parents of children who are handicapped or at-risk to access, utilize, and coordinate countywide resources; and to provide comprehensive countywide planning for the delivery of a continuum of services for infants, toddlers, and preschoolers who are handicapped or at risk.
TARGET POPULATION: Children birth to age 6 years who are handicapped or at risk, and their families.
PROGRAM: The Family Empowerment Project works collaboratively with the Pierce County Health Department, which provides families and project staff with support and consultation concerning health issues. The project demonstrates a model program in which parents serve as paid paraprofessional Family Resource Coordinators (FRCs), helping families of children with special needs locate and utilize appropriate child and family resources and community services. The project has developed guidelines for individualized family service plans, training materials for FRCs, resource materials for parents, and a tracking system to monitor child and family service needs. A demonstration packet detailing program plans of the project also has been developed. Project staff work closely with ChildReach, an infant-toddler screening program; the Tacoma-Pierce County Health Department; the Division of Developmental Disabilities; and the state Interagency Coordinating Council. Project staff also serve on the Pierce County Coordinating Council, working to improve countywide early intervention measures and coordination of services for the birth-to-six population.

Early Use of Total Communication with Children with Down Syndrome

Experimental/Compensatory Project
Principal Investigator: Betsy Gibbs
Fiscal Agency: Dartmouth Hitchcock Medical Center (Hanover, NH)

Funding Period: 1988-91
Phone: (603) 646-7884

MAJOR GOAL: To evaluate the effectiveness of a total communication approach in promoting language development in young children with Down Syndrome.
TARGET POPULATION: Infants, age 12 months to 3 years, and their families.
PROGRAM: The project offers families a home-based communication intervention which is designed to supplement (not replace) the child's early intervention program. Beginning when the child is 12 to 14 months old, a speech and language pathologist will work with parents to increase their understanding of the way children communicate, and share activities and communication methods which may enhance the young child's developing communication abilities. During weekly home visits, the child will receive a play-based total communication intervention that involves use of verbal and nonverbal sign (ASL). The child's progress will be monitored, using a single-subject research design. During annual visits to the Down Syndrome Clinic, the project will obtain assessments of language development, cognitive and behavioral development, and parent-child interaction. A comparison group of children with limited exposure to sign will be selected from children seen through the Down Syndrome Clinic.

Mobility Training for Young Children with Severe Orthopedic Impairment

Experimental/Compensatory Project
Principal Investigator: Dean Inman
Fiscal Agency: Oregon Research Institute (Eugene, OR)

Funding Period: 1988-91
Phone: (503) 342-8445

MAJOR GOAL: To investigate the effects of a specialized mobility training program on young children with severe neuromotor impairment.
TARGET POPULATION: Children, age 2 to 8 years, with neuromotor impairment in the upper and lower extremities.
PROGRAM: The project will conduct two studies. Study 1 is a prospective study investigating the acquisition of motor skills in young children referred to Crippled Children's Services over a three-year period. At intake, children will be pretested on joy stick operation, driving skill, level of self esteem, cognitive development, and perceptual skills. Children will be posttested six months after intake to determine the effect of maturation alone on primary and secondary dependent measures. Training will begin after this set of tests and continue until the child achieves mastery of skills. A second posttest will be conducted to determine the gains achieved as a function of mobility training. Study 2 will be a single-subject study to determine if skills learned via a computer simulation training program transfer to operating a real wheelchair in the natural environment. Objective measures of mobility will be applied in these studies; secondary measures of client satisfaction, including self esteem and self image, will be indexed via questionnaires and interviews.

Infants with Special Needs

Inservice Training Project — Funding Period: 1986-89
Principal Investigators: Marilyn Krajicek & Ann Smith — Phone: (303) 394-8733
Fiscal Agency: University of Colorado Health Sciences Center (Denver, CO)

MAJOR GOAL: To develop and disseminate eight training packages, each consisting of a videotape and a self-instruction manual on topics related to specialized care for health-impaired infants, birth to age 2 years, and those who serve them.
TARGET POPULATION: Nurses, therapists, educators, social workers, day care providers, parents, and other community caregivers.
PROGRAM: The training program has three objectives: 1) to facilitate care for health-impaired infants during the transition between hospital and home; 2) to increase knowledge and skills in specialized infant care among health and social services professionals, family members, day care providers, and other caregivers; and 3) to facilitate the availability of instruction in new infant care methods evolving from new technology. The project will develop a series of instructional videotapes using a VHS format. Current packages address positioning for infants and young children with motor problems; home oxygen for infants and young children; cardiopulmonary resuscitation and emergency procedures for choking infants and young children; infection control in child care settings; feeding infants and young children with special needs; and home tracheostomy care for infants and young children. Packages under development include home gastrostomy care and communication issues. The instructional packages will be field-tested prior to commercial dissemination.

Birth-to-Three Inservice Training Project

Inservice Training Project — Funding Period: 1987-90
Principal Investigator: Mary Beth Bruder — Phone: (203) 674-1485
Fiscal Agency: University of Connecticut Health Center (Farmington, CT)

MAJOR GOAL: To develop, implement, and evaluate a model of inservice training for early interventionists in Connecticut.
TARGET POPULATION: Personnel working with infants and toddlers who have disabilities and their families, including special educators, early educators, day care providers, physical and occupational therapists, speech and language pathologists, social workers, nurses, and medical staff.
PROGRAM: The model consists of two training components: 1) topical workshops, offered at different locations across the state, which provide instruction on topics derived from needs assessment surveys and individual requests; and 2) institutes, offered each year, on specific content areas, with on-site follow-up support. During Year 2, institute topics include the individualized family service plan (IFSP), infant curricula, case coordination, and transdisciplinary teaming. Each institute involves staff from different programs and disciplines, and includes four to seven half-day training sessions and up to one year on-site follow-up to facilitate and evaluate the implementation of institute content.

Developmental Intervention in the Hospital: A Videotape Series for Professionals and Parents

Inservice Training Project
Principal Investigator: Judith Pokorni
Fiscal Agency: Georgetown University Hospital (Washington, DC)

Funding Period: 1987-90
Phone: (202) 687-8635

MAJOR GOAL: To develop an effective inservice program to provide neonatal and pediatric caregivers with knowledge, skills, and attitudes needed to respond to developmental needs of chronically ill and severely handicapped infants.
TARGET POPULATION: Hospital personnel, including neonatal and pediatric residents and fellows, intensive care nursing staff, pediatric nurses, social workers, and respiratory therapists; and parents of chronically ill and severely handicapped infants. Program components also are appropriate for use in personnel preparation programs for infant specialists.
PROGRAM: The project will develop an inservice curriculum using a video format with individualized components for group or individual instruction. Separate components will be developed for Neonatal Intensive Care Unit (NICU) staff, for pediatric staff, and for use by NICU and pediatric staff with parents. The NICU Staff Series includes Premie Development: An Overview; The Premie and the NICU; Positioning and Handling the Preterm Infant; The Growing Premie; and Working with Parents in the Infant Care Nursery (ICN). The Pediatric Staff Series includes Working with Hospitalized Infants and Toddlers on the Pediatric Unit; and Working with Families of Hospitalized Infants and Toddlers on the Pediatric Unit. The Parent Series includes Parenting the Acutely Ill Infant; and Parenting the Growing Premature Infant. A videotape and guide will be available for each learning segment.

I-TIP (Inservice Training of Infant Personnel)

Inservice Training Project
Principal Investigator: Vicky Rab
Fiscal Agency: George Washington University (Washington, DC)

Funding Period: 1986-89
Phone: (202) 994-6170

MAJOR GOAL: To develop a model of inservice training for infant personnel that addresses multi-level training needs and applies a trainer-of-trainers approach to prepare on-site personnel to carry out inservice training.
TARGET POPULATION: Paraprofessionals, clinical professionals, and administrative staff who work with high-risk and handicapped infants, birth to age 2 years.
PROGRAM: The multi-level training process will take place in several phases: a) needs assessment; b) on-site observation/interviews; c) development of a training plan; d) implementation of training; e) evaluation and revision of the training plan; and f) identification and training of the on-site training specialist. Training in content areas reflects emerging areas of concern with high-risk and handicapped infants. During the second and third years, the model will be disseminated at regional and national sites and through annual training seminars at George Washington University.

Early Intervention Team Training Project

Inservice Training Project
Principal Investigator: Jeffri Brookfield-Norman
Fiscal Agency: University of Kentucky (Lexington, KY)

Funding Period: 1987-90
Phone: (606) 257-8281

MAJOR GOAL: To develop, implement, evaluate, and disseminate a model of inservice training with a multidisciplinary focus for personnel and parents who are responsible for providing services and care to infants and toddlers with handicaps.
TARGET POPULATION: Intervention teams, physicians, nurses, therapists, social workers, speech pathologists, education specialists, parents, and other family members.
PROGRAM: Training takes place within the framework of the development of the Individual Family Service Plan. The project trains participants in appropriate group decision-making techniques. Field-based follow-up training is included in each training sequence that specifies a practice or skill competency outcome. Training modules use a standard format, including statement of outcome objectives, measurable competencies, measurement of entry level knowledge/skill, instructional content, materials, and references. Presentation formats is varied and includes videotaped segments to illustrate behaviors/techniques and activities that allow participants to "practice" a skill. The project will use a "training of trainers" model to expand training resources within the state, reduce cost of initial and follow-up training, and test replicability of the training program. Based on the results of a statewide identification of inservice training priorities, the initial modules include Parent/Infant Interaction, Infant Assessment, Communicative Development and Intervention, and Motor Development and Intervention.

Inservice Training of Personnel Serving Infants with Handicaps

Inservice Training Project
Principal Investigators: Patsy Poche & Pat Welge
Fiscal Agency: Louisiana State University Medical Center (New Orleans, LA)

Funding Period: 1986-89
Phone: (504) 942-8232

MAJOR GOAL: To enhance the skills of professionals serving the extremely high-risk population of infants who have intraventricular hemorrhage and other serious medical problems.
TARGET POPULATION: Professionals working with infants who are biologically at extreme risk and at risk socioeconomically. Targets of training include community-based generic service providers, neonatal intensive care unit (NICU) staff, and local eduction agency (LEA) pupil appraisal staff.
PROGRAM: The training program has four objectives: 1) to increase the abilities of NICU staff (neonatologists, residents, nurses) to educate socioeconomically disadvantaged families in the provision of care and stimulation to their biologically at-risk infants; 2) to teach specialized skills to community service providers who work with families on public assistance; 3) to increase the ability of LEA pupil appraisal staff (psychologists, special education consultants, occupational and physical therapists, speech pathologists, social workers) to assess biologically at-risk infants; and 4) to develop and disseminate inservice training materials for these providers. The training package will consist of videotapes and print materials. Intensive training and technical assistance are available.

Training Occupational Therapists in Early Intervention

Inservice Training Project — Funding Period: 1987-90
Principal Investigator: Barbara Hanft — Phone: (301) 948-9626
Fiscal Agency: American Occupational Therapy Association (AOTA) (Rockville, MD)

MAJOR GOAL: To improve the delivery and management of occupational therapy early intervention services for infants and toddlers birth to age 2 years with special needs, and their families.
TARGET POPULATION: Occupational therapists who will work on interdisciplinary teams to provide early intervention services in a variety of settings.
PROGRAM: The project will provide continuing education for occupational therapists (OTs) by developing and disseminating 20 three-day regional workshops in 1990. These workshops will prepare OTs to collaborate with families of children with special needs, provide consultation on interdisciplinary teams that include families, and work in an interagency system. The program will focus on providing occupational therapists with the resources to move from child-centered to family-centered services. Eighteen faculty, 12 occupational therapists, and 6 parents of children with special needs will teach these workshops, in teams consisting of two OTs and one parent per workshop. Following pilot-testing and evaluation of training materials, these faculty will receive four days of training at the AOTA national headquarters in Washington, DC. A manual of resource materials will be developed for national dissemination through the AOTA distribution center. A collaborative evaluation plan has been developed with the Carolina Institute for Research on Infant Personnel Preparation (CIRIPP), which will conduct a follow-up study of the impact of project training on participants' practice in their work settings.

Project KAI

Inservice Training Project — Funding Period: 1986-89
Principal Investigator: Geneva Woodruff — Phone: (617) 783-7300
Fiscal Agency: South Shore Mental Health Center (Brighton, MA)

MAJOR GOAL: To facilitate comprehensive, coordinated service delivery to at-risk and handicapped children, birth to age 3 years, and their families whose service needs exceed the resources of any one agency or program; and to provide training in the transdisciplinary model of service delivery.
TARGET POPULATION: At the local level, professionals serving children birth to age 3 years who have chronic illnesses or severe handicapping conditions or are at risk economically, socially, or psychologically. At the state level, administrators and program planners.
PROGRAM: The project provides three levels of on-site training and continued technical assistance. The first level applies a systems framework to the developmental problems of at-risk and handicapped children and the impact of these problems on family functioning. The second level addresses the implementation of a transdisciplinary and a transagency system of service delivery at the local or regional level. The third level operates on the state level, and focuses on group dynamics, organizational behavior, and training in program implementation at the local level. Proposed products include a slide-tape presentation on family-focused and interagency approaches to service delivery and a directory of programs, trained by Project KAI, that utilize family-focused or interagency approaches.

Getting Started Together

Inservice Training Project
Principal Investigators: Barb Jackson & Beverly Hays
Fiscal Agency: University of Nebraska Medical Center (Omaha, NE)

Funding Period: 1986-89
Phone: (402) 559-5766

MAJOR GOAL: To provide training to health professionals serving handicapped and at-risk children, birth to age 2 years, on the development of a family systems approach that addresses the needs of all family members affected by the infant's handicapping condition and that is appropriate for a largely rural setting.
TARGET POPULATION: Health professionals, including nurses, social workers, physical and occupational therapists, speech pathologists, and pediatricians; and parents.
PROGRAM: The training program has four objectives: 1) to develop a 48 credit hour curriculum on developmental and psychosocial needs of the handicapped infant; 2) to define and deliver this training to health professionals; 3) to develop teaching tools to support this training; and 4) to develop and implement a plan of evaluation. The curriculum will contain eight modules, covering family reaction to the diagnosis of a child's disability, infant assessment, intervention in the neonatal intensive care unit, intervention with infants and toddlers, intervention with parents, developmental disabilities, developing an interdisciplinary team, and case coordination. Instructional strategies include independent learning packets, one-day conferences, circuit courses, educational consultations, dedicated telephone line, and other telecommunications methods. Experts from the fields of special education, nursing, and continuing education will collaborate in developing the training program.

Project CONNECT

Inservice Training Project
Principal Investigators: Gordon Williamson & Shirley Zeitlin
Fiscal Agency: John F. Kennedy Medical Center (Edison, NJ)

Funding Period: 1986-89
Phone: (201) 548-7610

MAJOR GOAL: To develop and disseminate self-contained training materials that help practitioners acquire or enhance knowledge, skills, and attitudes conducive to implementing a family systems approach to early intervention; and to assist parents in understanding the relevance of this approach for their family.
TARGET POPULATION: Professionals and paraprofessionals in early intervention programs, day care, Head Start, and other programs serving young children with handicaps.
PROGRAM: Training materials are being developed focusing on a family-centered model of early intervention. Emphasis is on helping families to cope with the opportunities and challenges of having a handicapped or at-risk child. Information includes characteristics of families, parent-professional collaboration, a step-by-step procedure for developing and implementing individualized family service plans, and vignettes of family experiences in early intervention programs. This material will be published by Paul H. Brookes Publishing Company.

UNM Family Context Model

Inservice Training Project — Funding Period: 1987-90
Principal Investigator: Maeve Stevens-Dominguez — Phone: (505) 843-2941
Fiscal Agency: University of New Mexico School of Medicine (Albuquerque, NM)

MAJOR GOAL: 1) To develop an inservice training curriculum that incorporates a family-centered approach to training personnel who serve infants and toddlers, birth to age 2 years, who are at risk for or have developmental disabilities, and their families; and 2) to develop a "Team Building Manual" for early childhood special education personnel to use in staff development.
TARGET POPULATION: Multidisciplinary professionals and paraprofessionals who provide early intervention services; and parents.
PROGRAM: The UNM Family Context Model curriculum is composed of six training units (each with seven to twelve four-hour modules) designed to provide needed competencies in early intervention to personnel in the field. A major goal of the curriculum is to identify, adapt, and/or develop training materials that incorporate a family-centered approach to services. The Family Context Model also is developing two manuals: one on understanding the local community and another on team building, with a focus on rural needs. The project uses a Best Practices Network composed of national leaders in the field to assure high quality and to identify existing materials for use or recommendation within the curriculum.

Inservice Training for Outreach Personnel Working with Migrant Parents and Infants

Inservice Training Project — Funding Period: 1986-89
Principal Investigator: Spencer Salend — Phone: (914) 257-2838 or -2830
Fiscal Agency: State University of New York (New Paltz, NY)

MAJOR GOAL: To develop a model program that will train outreach personnel to assist migrant parents of infants and toddlers in the identification of handicapping conditions, stimulation of infant development, procurement of appropriate infant and family services, and understanding of their rights and entitlements in the special education process.
TARGET POPULATION: Public health nurses, clinic staff, social workers, WIC personnel, migrant educators, and other outreach workers.
PROGRAM: Training focuses on how outreach staff can help migrant parents to recognize handicapping conditions; promote their child's physical, sensory, emotional, language, and cognitive growth; and obtain appropriate services to meet special needs. Training is provided through workshops and inservice sessions. The project has developed multicultural training materials for professionals and migrant parents, and an evaluation component on the impact of training materials and the training model. The training model is being disseminated on interstate and intrastate levels.

A Team Approach from Hospital to Home: Pediatric Residents, Nurses, and Parent Consultant Team Working with Handicapped/At-Risk Infants and Families

Inservice Training Project
Principal Investigator: M. Virginia Wyly
Fiscal Agency: State University College at Buffalo (Buffalo, NY)

Funding Period: 1987-90
Phone: (716) 835-1610

MAJOR GOAL: To develop, implement, and validate an inservice training model for health professionals, which focuses on medical and psychosocial interventions for at-risk and handicapped infants, birth to age 2 years, and their families, and on techniques of team-building and collaboration.
TARGET POPULATION: Pediatric residents, neonatal intensive care unit (NICU) nurses, pediatric nurses, and parent consultants.
PROGRAM: The object of the training program is to produce multidisciplinary teams that will work with infants and families in the hospital and during the transition from hospital to community service agencies. Training will address recognition of early developmental disabilities and their variability, screening and assessment instruments, effective communication with families, appropriate psychosocial interventions, and effective teamwork. The curriculum will be organized into four modules: 1) inservice training for pediatric residents, 2) inservice training for NICU and pediatric nurses, 3) inservice training for parent consultants, and 4) training in the team process for physicians, nurses, and parents. The new program will be incorporated into the ongoing training program at Children's Hospital of Buffalo. The model will be field-tested, evaluated, and validated, and will be made available to hospitals and medical schools for replication and adoption.

Family Specialist Training Program

Inservice Training Project
Principal Investigator: Tess Bennett
Fiscal Agency: Western Carolina Center (Morganton, NC)

Funding Period: 1987-90
Phone: (704) 433-2821

MAJOR GOAL: To provide on-site inservice training to staff in existing early intervention programs in order to improve services to handicapped infants, birth through age 2 years, and their families.
TARGET POPULATION: Staff of developmental day care centers, early childhood intervention services, and other early intervention programs in North Carolina (e.g., neonatal intensive care nurseries, intervention programs operated by social service agencies, evaluation clinics, etc.).
PROGRAM: The project will provide extensive, long-term, on-site inservice training to early intervention program staff. The training is organized around the seven phases of Preschool Handicapped Certification and the Infant Specialist Credential in the state of North Carolina. The coursework represents a comprehensive competency-based model for increasing staff knowledge and skills in observation, assessment, intervention, organization, management, evaluation, and family involvement. Programs receiving training complete a competency-based needs assessment which helps trainers provide content and application activities. Follow-up visits help trainees continue to implement change in programs. Products developed by the project include ten courses. These courses include a trainer and trainee guide and can be used by an administrator or other Early Childhood professional to train staff.

Equals in Partnership

Inservice Training Project — Funding Period: 1986-89
Principal Investigators: Caven McLoughlin & Paul Rogers — Phone: (216) 672-2928
Fiscal Agency: Kent State University and Children's Hospital Medical Center of Akron (Akron, OH)

MAJOR GOAL: To train families and multiple discipline personnel to work as partners, develop expertise in the care and management of infants with handicaps, and develop coordination and communication skills.
TARGET POPULATION: Senior level medical students, pediatric medical resi-dents, physicians, nurses, and parents.
PROGRAM: Comprehensive and varied inservice training experiences for families and multiple discipline personnel are provided through five components: a) education for senior level medical students; b) education for pediatric medical residents; c) hands-on training workshops for parents, related services personnel, nurses, and physicians (with related elective coursework); d) inservice workshops for physicians, nurses, and related services personnel; and e) an interdisciplinary conference focusing on newborn and infant care and programming. The project will evaluate each training component using self-learning assessments, measures of participant satisfaction, and direct observation of participant performance, as appropriate. Dissemination activities include conference presentations and print publications.

The Inservice Model

Inservice Training Project — Funding Period: 1987-90
Principal Investigator: Cynthie Johnson — Phone: (614) 466-7203
Fiscal Agency: Ohio Department of Mental Retardation/Developmental Disabilities (Columbus, OH)

MAJOR GOAL: To develop an inservice training model that emphasizes a multiagency approach to training personnel to provide services to young children, birth through age 2 years, with or at risk for handicapping conditions, and their families.
TARGET POPULATION: Direct service personnel in education, health, and social services who work with handicapped and at-risk infants and their families.
PROGRAM: The training model reflects current best practices. The curriculum, which is competency/performance-based, includes courses in child development, disabilities and risk factors, family dynamics, assessment and evaluation, early intervention, learning environment and curriculum planning for early intervention programs, team models and community collaboration, and management of the learning environment. Supervised internships will be offered. Special features of the project include a noncategorical approach to service provision; training directed to working with a wide range of ability levels among children; a family systems approach to programming; and an interdisciplinary and interagency approach to training.

Inservice Training for Professionals, Paraprofessionals, and Caregivers Working with At-Risk Infants and Families

Inservice Training Project — Funding Period: 1986-89
Principal Investigator: Diane Bricker — Phone: (503) 686-3568
Fiscal Agency: Center on Human Development, University of Oregon (Eugene, OR)

MAJOR GOAL: To improve services for at-risk and mildly handicapped infants, birth to age 2 years, by a) identifying regional needs throughout the state, b) developing a set of inservice training materials, c) providing a statewide inservice training institute and workshops for professionals and paraprofessionals, and d) disseminating inservice training materials.
TARGET POPULATION: Professionals, paraprofessionals, and caregivers working with at-risk infants and their families.
PROGRAM: Training will address several issues: needs of infants and toddlers and their families, identification and assessment strategies, intervention approaches, support strategies, and interdisciplinary planning and coordination. The systems approach to working with families of disabled children will be used to conceptualize and plan interventions, drawing on a variety of learning strategies and formats. To coordinate training statewide, the project will work with such agencies as the State Department of Education, the State Mental Health Division, and the Head Start Resource Access Project. Dissemination will involve presentations at state and national professional meetings; written products; and the use of a network of program developers and state and local early intervention councils to publicize training materials and opportunities.

Project Trans/Team

Inservice Training Project — Funding Period: 1986-89
Principal Investigator: Corinne Garland — Phone: (804) 565-0303
Fiscal Agency: Child Development Resources, Inc. (Lightfoot, VA)

MAJOR GOAL: To provide inservice training and technical assistance in the transdisciplinary model to programs for developmentally delayed or handicapped infants and their families; to disseminate information project services to local, state, regional, and national audiences; and to develop training materials in the transdisciplinary service model and related early intervention topics.
TARGET POPULATION: Early intervention program staff.
PROGRAM: The project will provide inservice training to meet program development needs and to ensure that local program development is consistent with state planning efforts. All training and technical assistance is individualized to meet site requirements. The family is included as equal members of the transdisciplinary team. Dissemination to stimulate training sites will be aimed at specific audiences, such as local agencies and interagency councils. Other dissemination activities will be aimed at a more general audience. The project will design and develop inservice training units in the transdisciplinary model and other related early intervention program topics. Training materials will be field-tested before commercial dissemination. Because Project Trans/Team training is based on the transdisciplinary approach, and because this approach requires a shared philosophical and personnel commitment, the project has detailed criteria for site selection.

Early Childhood Special Education Community Integration Project

Integrated Preschool Program — Funding Period: 1988-91
Principal Investigator: Mary Beth Bruder — Phone: (203) 674-1485
Fiscal Agency: University of Connecticut Health Center (Farmington, CT)

MAJOR GOAL: To design, develop, implement, and evaluate the delivery of special education and related services for preschool children, age 3 to 5 years, within community early childhood programs.
TARGET POPULATION: Preschool children, age 3 to 5 years, with mild to severe disabilities, including multiple disabilities.
PROGRAM: The project will integrate preschool children receiving special education and related services from local education agencies into community early childhood programs (such as day care programs and nursery schools). Working in conjunction with families, the project will develop individualized, comprehensive, age-appropriate services for young children with disabilities within programs serving young nondisabled children. Training will be provided for public school special education and related services personnel, day care/nursery staff, state agencies, families, and nonhandicapped peers. The project will assess the effects of community integration on children, and will provide assistance to school personnel in policy development and the design of service delivery systems.

Bilingual Integrated Preschool Project

Integrated Preschool Program — Funding Period: 1988-91
Principal Investigator: Jan Calderon Yocum — Phone: (202) 265-9885
Fiscal Agency: Rosemount Center (Washington, DC)

MAJOR GOAL: To develop and implement a model of comprehensive bilingual services for integrated groups of preschoolers enrolled in day care, which will prepare children for a smooth transition into public school.
TARGET POPULATION: Nonhandicapped, mildly handicapped and moderately handicapped children, age 3 to 4 years, from a variety of ethnic backgrounds and family income levels, whose first language is Spanish or English.
PROGRAM: The bilingual multidisciplinary team, consisting of occupational and speech therapists and a special educator, will design and implement a new curriculum of prekindergarten skills. This part of the program has two objectives: a) to observe children as they participate in different activities, and b) to model appropriate strategies for classroom staff (teachers, aides, and junior teachers). Children suspected of having developmental delays will be given comprehensive assessments to determine the extent of the delay. From these results, an individualized family service plan (IFSP) will be developed. Children with moderate delays will be placed in the Monitored Program, in which children with similar delays are addressed in a group; children with more involved disabilities will receive individual interventions or treatments. The program includes a strong training component for day care staff and parents, with information exchange and consultations given on a scheduled basis.

Project to Integrate Hearing and Hearing-Impaired in Day Care

Integrated Preschool Program — Funding Period: 1988-91
Principal Investigator: Gail A. Solit — Phone: (202) 651-5130
Fiscal Agency: Gallaudet University Child Development Center (Washington, DC)

MAJOR GOAL: To develop a model for integrating hearing-impaired children with hearing children in a developmental day care program emphasizing cognitive, social, and linguistic development.
TARGET POPULATION: Hearing and hearing-impaired young children, age 3 to 5 years, and their parents; and hearing and hearing-impaired staff from the Kendall Demonstration Elementary School (KDES).
PROGRAM: The project provides a "least restrictive environment", deaf role models for hearing-impaired children, and appropriate training for day care center staff. The project will develop individualized education plans (IEPs) that emphasize cognitive, social, and linguistic development. Preservice and inservice training is provided on such topics as writing an IEP, components of successful integration, adapting class schedules and teaching techniques for deaf children, orientation to the KDES curriculum, safety and health issues related to deafness, and the deaf child in a hearing/deaf family. Family participation is encouraged. A key program is the cooperative relationship between the educational/day care agency, which provides services for hearing and hearing-impaired children, and the deaf services agency, which provides ongoing educational and supplemental services. Planned products include a procedural manual, videotapes, and a network directory.

Carousel Preschool Program

Integrated Preschool Program — Funding Period: 1988-91
Principal Investigators: Pamela Osnes & Trevor Stokes — Phone: (813) 974-4565
Fiscal Agency: University of South Florida/Florida Mental Health Institute (Tampa, FL)

MAJOR GOAL: To demonstrate an integrated, less restrictive preschool model that will provide preventative early intervention for young children with serious behavior problems in order to enable these children to function normally in public school kindergartens after discharge, and to avoid having these children classified for special education by the public schools.
TARGET POPULATION: Handicapped children, age 3 to 5 years, who exhibit seriously oppositional, aggressive, hyperactive, and/or withdrawn behaviors in their homes and preschools.
PROGRAM: Target children will participate in a regular curriculum at an integrated preschool with children who exhibit no atypical behaviors. The academic portion of the curriculum will be individualized, and children exhibiting excessive or deficient social behaviors will receive individualized social programming. Social and educational skills will be emphasized. After discharge, children will receive follow-up services to help them generalize and maintain academic and social skills. The project will provide individualized services to parents to increase the child's appropriate social behaviors in the home. Staff will be trained to help personnel incorporate behavioral strategies into their teaching. The project will provide consultation to schools and agencies in model replication.

RAPIDS (Rural Alternatives for Preschool Integrated Delivery of Services)

Integrated Preschool Program — Funding Period: 1988-91
Principal Investigator: Lee Snyder McLean — Phone: (315) 421-6550, X 1775
Fiscal Agency: Bureau of Child Research, University of Kansas (Parsons, KS)

MAJOR GOAL: To develop and implement a model preschool integrated service program in rural southeastern Kansas; to implement a process for transition from integrated preschool services into the least restrictive environment in public schools; and to evaluate the effect of center-based and community-based integrated programs on social and emotional development of handicapped and nonhandicapped preschoolers.
TARGET POPULATION: Children, age 3 to 5 years, with handicaps such as language impairment or developmental delays; and their nonhandicapped peers.
PROGRAM: The integration design will combine a variety of existing child care systems (e.g., Head Start, center-based preschools, home day care) in order to create a continuum of placement options that can meet diverse family demographics and individual child needs. Components of the integration process include interagency collaboration; training and technical assistance for professionals, paraprofessionals, and parents; developmental curricula; individualized integration planning; cooperative learning and peer tutoring strategies for young children; public awareness efforts; and transition to integrated public school placements.

Project KIDS (Keying Integration in Day Care/Preschool Settings)

Integrated Preschool Programs — Funding Period: 1988-91
Principal Investigator: Maureen Guth — Phone: (814) 238-1444 or -2105
Fiscal Agency: ARC of Centre County (State College, PA)

MAJOR GOAL: To develop a longitudinal, rural model of early intervention focusing on the integration of young children with developmental delays or conditions associated with handicaps.
TARGET POPULATION: Children, birth to age 5 years, with disabilities such as developmental delay, speech/language impairment, and Down Syndrome.
PROGRAM: The program's objective is for children with disabilities to attend integrated neighborhood early intervention programs with age-appropriate, nondisabled peers. Children will attend the program up to five days per week until they enter public school. The project will conduct six activities: 1) developing four small satellite programs within integrated classrooms that are in key locations throughout the county; 2) developing a county-wide inservice program about consultation and children with special needs for personnel in mainstream and mainstream settings, with follow-up as needed; 3) providing a consultation agenda and itinerant services; 4) developing an integrated intensive treatment and assessment program; 5) establishing a family involvement team to review current issues and develop a family involvement curriculum; and 6) developing a voucher system for transporting children to their respective programs, in order to minimize traveling expenses and maximize the potential for the development of integrated intervention.

Project APIP (Alexandria Preschool Intervention Project)

Integrated Preschool Program — Funding Period: 1988-91
Principal Investigator: Michael Castleberry — Phone: (707) 820-2486
Fiscal Agency: Charles Barrett Elementary School (Alexandria, VA)

MAJOR GOAL: To develop, implement, and evaluate an integrated preschool model which enables mildly handicapped and nonhandicapped preschoolers to develop skills, knowledge, and dispositions essential for later school success.
TARGET POPULATION: Mildly handicapped and nonhandicapped children, age 3 to 4 years, and their families.
PROGRAM: The project has four components: 1) an integrated preschool structural design, addressing ratio of handicapped to nonhandicapped, ratio of adults to children, grouping of children, setting, duration and intensity of intervention, and teacher preparation; 2) a "whole child" developmental preschool curriculum, consisting of a whole language component, a cognitive component, a motor component, and a social competence and social interaction component; 3) a family involvement program, which includes parental assistance in the preschool classroom, bimonthly parent support group/seminar, family advisory committee, a toy/book lending library, regular family events, and home visits; and 4) "coaching" as a structure for family and programmatic support. Dissemination and replication of project components will take place in the third project year.

LRE Sensitive Curriculum: Mediated Learning with Siblings and Peers

Integrated Preschool Program — Funding Period: 1988-91
Principal Investigators: Joseph Jenkins & Kevin Cole — Phone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)

MAJOR GOAL: To develop, implement, evaluate, and disseminate a comprehensive mediated learning program to maximize development of children within a least restrictive environment; and to prepare handicapped preschoolers to enter a least restrictive environment.
TARGET POPULATION: Children age 3 to 6 years with mild to moderate handicaps, especially delays in language, cognition, and social/emotional development.
PROGRAM: Children will be randomly assigned to two classrooms with different ratios (10:4 and 4:10) of handicapped to nonhandicapped children. Two specialized classrooms with 14 handicapped children will serve as a contrast group to allow evaluation of the effect of the curriculum vs. the effect of mainstreaming alone. One specialized classroom will use an academically based curriculum. The other three classrooms will use the cognitively based Mediated Learning Curriculum, which will be adapted to meet the needs of main-streamed classrooms as follows: extension to 220 days of instruction to allow for extended school year; broadening of the lesson outline to allow for three levels of performance; and addition of behaviorally defined objectives. Age-appropriate siblings will be included among nonhandicapped peers in order to promote generalization of skills outside the classroom and reduce family stress. Planned products include a teachers manual and an assessment tool.

Preschool Preparation and Transition (PPT) Model

Least Restrictive Environment Project — Funding Period: 1986-89
Principal Investigator: Nancy Richard — Phone: (808) 948-7740 or -7956
Fiscal Agency: University Affiliated Program, University of Hawaii (Honolulu, HI)

MAJOR GOAL: To develop a service delivery model to prepare handicapped infants and preschoolers, their families, and professionals for least restrictive transitions to preschool environments.
TARGET POPULATION: Infants, birth to age 3 years, with mild to severe handicaps, and their families who are enrolled in the Hawaii Department of Health Infant Programs. Families in three infant programs in Hawaii are supported in the development of transition plans as a component of the IFSP. Families in two infant programs in the Richmond, VA, area also are served in replication activities.
PROGRAM: The PPT Model is designed to support families and children as they move through the levels of early intervention and early childhood service programs and community settings. Five components have been developed to assure integrated settings across all levels and facilitate smooth transitions: 1) parent education, 2) transition support, 3) preparatory curriculum, 4) staff development, and 5) systems cooperation. Each component is implemented through the use of specific tools for parent education, such as the *Transition Notebook*, *Parent Needs Assessment*, and *Parent Education*. Staff development materials include training modules on each component of the project and related tools. A staff manual is in preparation. Systems cooperation processes and procedures include interagency meetings to build awareness and workshops to develop collaborative strategies for serving infants and preschoolers in integrated settings.

Model Preschool for Language-Disordered and ESL (English as a Second Language) Children

Least Restrictive Environment Project — Funding Period: 1986-89
Principal Investigators: Mabel Rice & Kim Wilcox — Phone: (913) 864-4690
Fiscal Agency: University of Kansas (Lawrence, KS)

MAJOR GOAL: To develop a model intervention preschool program in a least restrictive environment that provides comprehensive, language-based services.
TARGET POPULATION: Children age 3 to 5 years in three target groups: English speakers with language disorders, children with English as a second language, and normally developing children with no diagnosed language disorder.
PROGRAM: Children attend the preschool for half of each day and receive intervention based on a cognitive/social model. Language intervention is individualized to fit the child's cognitive level and is provided in a functional context. Changes in language competence are measured by videotaped observations of children's language in natural settings, parents' ratings of children's language, and standardized instruments. Parents help to design and carry out the home-based program, and participate in classroom activities. Parents of ESL children are encouraged to share information regarding their culture with the class. The project will develop and implement inservice and preservice training materials and conduct activities to promote cross-cultural awareness and acceptance.

Integrated School Services for Pre Kindergarten Students with Autism

Least Restrictive Environment Project — Funding Period: 1986-89
Principal Investigators: Andrew Egel & Patricia Edmister — Phone: (301) 454-2118
Fiscal Agency: University of Maryland (College Park, MD)

MAJOR GOAL: To establish a model educational program in an integrated setting for pre-kindergarten students with autism; to examine the feasibility of training parents to use "naturalistic" teaching strategies with their child; and to disseminate and replicate the program.
TARGET POPULATION: Children age 2 to 5 years who have been diagnosed as autistic and traditionally have been excluded from public schools, and their families.
PROGRAM: An individualized curriculum and set of skills is developed for each child, based on an ecological inventory. In the school-based component instruction involves nonhandicapped peers, with supplementary services such as language and occupational therapy provided as needed. Instruction in the home focuses on training parents and older siblings to facilitate social interactions and specific skills in naturally occurring activities. Parents and family members participate in initial assessment and preparation of the individualized education plan. A parent support group meets regularly, and parents are encouraged to observe their child in the classroom setting. Dissemination activities are geared toward practitioners in support areas such as special education, social work, speech pathology, nursing, medicine, physical and occupational therapy, and psychology. Activities include inservice workshops, site visits, and conference presentations.

Therapeutic Liaison Consultant (TLC) Project

Least Restrictive Environment Project — Funding Period: 1986-89
Principal Investigator: Stan Dudley — Phone: (513) 559-8383
Fiscal Agency: Cincinnati Center for Developmental Disorders (Cincinnati, OH)

MAJOR GOAL: To develop an interagency model to promote educational and therapeutic treatment for handicapped, abused, and neglected children in the least restrictive, mainstreamed preschool and child care settings; and to improve transdisciplinary competencies and collaborative efforts of early childhood educators, parents/foster parents, and caseworkers.
TARGET POPULATION: Children age 3 to 5 years who are handicapped, abused, or neglected and are at risk for or have developmental or behavioral disorders.
PROGRAM: Children participating in the project are matched to an appropriate treatment slot: intensive, direct center-based intervention; or consultation-only in community programs. The intensive treatment option provides direct intervention activities at mainstreamed Head Start and child care centers over approximately a five-month period. The TLC team holds weekly meetings and reviews audiovisual tapes of the child's interaction and functioning in the classroom environment. At the end of the treatment period, children and parents may be referred to other programs for further treatment. The consultation-only option provides liaison services on implementing the child's treatment plan with the placement agency (generally a mainstreamed Head Start program or early childhood agency). Parents are counseled in behavior management. Both the intensive treatment and consultation-only service models provide training in interagency teamwork to educators, children's services workers, and other professionals.

STEP-UP: Survival Skills Training for Educational Placement in the Least Restrictive Environment

Least Restrictive Environment Project — Funding Period: 1986-89
Principal Investigator: Joanne Cohen — Phone: (412) 322-6008
Fiscal Agency: Association for Retarded Citizens, Inc., of Allegheny County (Pittsburgh, PA)

MAJOR GOAL: To provide training within integrated day care settings in academic and social/survival skills needed for success in regular school-age placements; and to facilitate transition into the least restrictive school-age environment.
TARGET POPULATION: Children age 4 years who are developmentally delayed or functioning within the mild to moderate range of mental retardation.
PROGRAM: During the year before they are eligible to enter public school-age programs, children receive individualized and group training in academic and social/survival skills in a fully integrated preschool classroom. The preschool program operates on an 11-hour day care schedule to accommodate parents' schedules. Progress reports serve as initial introduction to the child for receiving programs and as ongoing update for parents. Transition and placement decisions are based on the child's level of functioning in critical skills areas, support services available, parent input, and the expectations of the potential school-age placement. Follow-up and coordination of support services are provided. Monthly evening meetings for parents focus on such topics as identifying their child's strengths and weaknesses, advocacy, social skills at home, and behavior management. Simultaneous group sessions are provided for siblings. The project works with families to coordinate total health assessment for the child, as well as recreation activities.

RAMPP: Rural Area Model Preschool Project

Least Restrictive Environment Project — Funding Period: 1986-89
Principal Investigators: Charles Peck & Karen Peterson — Phone: (509) 335-7016
Fiscal Agency: Washington State University (Pullman, WA)

MAJOR GOAL: To create a model of program development that enables existing preschools in rural communities to successfully accommodate children with special needs.
TARGET POPULATION: Preschool handicapped children in rural eastern Washington, and their families.
PROGRAM: The project emphasizes a model of program development, rather than a model program of direct intervention services. The model has several components: a) a procedure for adapting and extending curricula already in use in existing preschools to meet identified needs of handicapped children; b) a process of individualized family support and consultation to facilitate the child's integration into the community; c) intervention procedures for facilitating social/communicative interaction between handicapped and nonhandicapped children in integrated preschool settings; d) a training program for teachers, administrators, parents, and other community members; and e) a process of self-study and evaluation of local needs. The project emphasizes a flexible approach to least restrictive placement based on local needs and existing resources. Model components are being field-tested in eastern Washington.

Intensive CARE Program

Methodology for Infants/Toddlers
Principal Investigator: Nancy Sweet
Fiscal Agency: Children's Hospital (Oakland, CA)

Funding Period: 1988-91
Phone: (415) 655-9521

MAJOR GOAL: To promote optimal developmental outcomes for very low birthweight (VLBW) infants at risk for significant disabilities.
TARGET POPULATION: VLBW infants with additional medical complications due to bronchopulmonary dysplasia or prenatal drug exposure, who require hospitalization in the tertiary neonatal intensive care unit (NICU).
PROGRAM: Intervention begins in the NICU after medical stabilization and continues post-discharge until the infant reaches at least 2 years corrected age. Infants are randomly assigned to the Comprehensive Developmental Intervention (CDI) group, which receives daily implementation of an individualized developmental plan and intensive infant-caregiver interaction; or the Developmental Consultation (DC) group, which receives less intensive interventions using an advisory approach with NICU staff and parents, and serves as a comparison for the CDI group. Intervention for both groups seeks to normalize or modify the NICU environment, addresses behavioral and developmental goals, and provides parent education and support activities. The post-discharge phase examines the appropriateness and efficacy of different types and intensities of early intervention models, which include neonatal follow-up services, intervention programs for delayed and disabled infants, programs for drug-exposed infants, and infant mental health services. Specialized training is provided for NICU nurses and other staff, graduate student interns, and hospital volunteers.

Project Headed Home

Methodology for Infants/Toddlers
Principal Investigator: Kathy Katz
Fiscal Agency: Georgetown University Child Development Center (Washington, DC)

Funding Period: 1988-91
Phone: (202) 687-8649

MAJOR GOAL: To implement within the pediatric intensive care unit (PICU) a model service delivery program that integrates developmental and medical needs of medically fragile infants and their families.
TARGET POPULATION: Medically fragile infants, birth to age 2 years, who require frequent or prolonged hospitalization due to complications associated with very low birth weight, severe respiratory difficulties, and/or problems with feeding/absorption, and who are at risk for developmental problems.
PROGRAM: During the PICU phase, the child's developmental level and family needs will be assessed, and intervention goals will be developed by an interdisciplinary team (infant education specialist, psychologist, and physical therapist). The team provides direct service and, with the aid of the nurse specialist and speech pathologist, prepares medical staff and parents for incorporation of developmental goals into the child's medical care plan. The model is designed to assist parents in developing competence in managing their child's medical and developmental needs, to facilitate transition to home care. When the child is ready for discharge, the project will help the family plan for coordination of community services. After transition, member of the team will serve as liaison to assist in referral to community programs. If the child is rehospitalized, educational goals developed in community-based programs would be carried over to maintain consistency in programming.

Collaborative Medical and Developmental Services Project

Methodology for Infants/Toddlers
Principal Investigator: Betsy Gibbs
Fiscal Agency: Dartmouth Hitchcock Medical Center (Hanover, NH)

Funding Period: 1988-91
Phone: (603) 646-7884

MAJOR GOAL: To design and implement a model that links the medical and developmental/psychoeducational fields and provides specialized support and information services to families and primary caregivers (medical, developmental, and educational) of children genetic and prenatally determined disorders (GPDDs).
TARGET POPULATION: Infants and young children with GPDDs, including inherited disorders, metabolic disorders, recognizable syndromes, early developmental defects, and teratogenic disorders.
PROGRAM: The project's goal is to improve the quality of medical, developmental, and educational services for children with GPDDs. Program components will be designed to provide up-to-date information to parents and service providers on the implications of the child's condition through a computerized information data base and condition summaries; promote parent-to-parent and teacher-to-teacher support; provide specialized medical and developmental monitoring and guidance for children; and provide outreach consultation to early intervention staff, preschool special educators, and pediatricians concerning the child's condition and its educational implications . The project's regional Genetics-Child Development clinics will provide coordinated medical and developmental monitoring, follow-up care, and anticipatory guidance.

Parent/Infant Project (Preventive Intervention Program)

Methodology for Infants/Toddlers
Principal Investigator: Patricia Hill
Fiscal Agency: Morristown Memorial Hospital (Morristown, NJ)

Funding Period: 1988-91
Phone: (201) 540-5209

MAJOR GOAL: To demonstrate that preventive intervention can have a positive impact on developmental outcomes for infants with severe neonatal illness; and to develop a replicable three-tiered ecological preventive intervention model.
TARGET POPULATION: Infants who experience severe neonatal complications and who are at high risk for developmental disorders.
PROGRAM: The project will emphasize intervention strategies which capitalize on naturally occurring events. A three-tiered approach will be used. 1) In Special Care Nursery, a physical therapist will assess the infant, provide intervention, train nursing staff to implement plans, provide training and support to parents, and prepare families for discharge. 2) Services will be provided during home visits by occupational, physical, and speech therapists until the infant reaches 3 months corrected age. Services include assistance in supporting the infant's self-regulatory efforts and enhancing success in routine caregiving activities. 3) From 3 months to 24 months corrected age, infants and families will participate in a play-based curriculum program. The developmental outcomes of participating infants will be compared to those of infants in a nontreatment group selected from the year prior to initiation of the program. Videotapes will provide parents with ongoing record of child progress. The project will develop curriculum and audiovisual materials and modules to aid in replication.

Project TIME (Timely Interventions within Medical/Developmental Environments)

Methodology for Infants/Toddlers — Funding Period: 1988-91
Principal Investigator: Ginny Munsick-Bruno — Phone: (505) 277-3946
Fiscal Agency: University of New Mexico Medical Center (Albuquerque, NM)

MAJOR GOAL: To develop and test an innovative family-centered multicultural model of service delivery, designed to improve the developmental outcomes of extremely low birthweight (ELBW) infants.
TARGET POPULATION: ELBW infants who may have additional medical complications of bronchopulmonary dysplasia and/or periventricular/intraventricular hemorrhage and who may require prolonged hospital care; and their families.
PROGRAM: The project has five components. 1) Infant Intervention begins at admission to the neonatal intensive care unit (NICU) and continues until discharge into the community. The Directed Care Model provides a 24-hour individualized environment, including positioning, handling, timely contingent care, and interactions. 2) Family Centered Care offers a culturally sensitive, family systems approach, to empower families, strengthen available support and resources, and offer information and coping strategies to families of infants who survive and infants who die. 3) Care/Continuity Linkages provide coordination services, materials, and information from NICU through discharge. 4) Inservice Training for professionals consists of a module targeting NICU nursing and volunteer staff, and a module for medical, health, developmental, and education personnel and community volunteers. 5) The research component compares two groups of ELBW families--one receiving model services, the other receiving routine NICU services--over a two-year period.

BASE (Building a Strong Environment)

Methodology for Infants/Toddlers — Funding Period: 1988-91
Principal Investigator: Diane Bricker — Phone: (503) 686-3568
Fiscal Agency: Center on Human Development, University of Oregon (Eugene, OR)

MAJOR GOAL: To improve the quality of service delivery to and increase resources for abused/neglected infants and toddlers with developmental delays.
TARGET POPULATION: Children, birth to age 3 years, who have suffered abuse or neglect and who are mildly handicapped or developmentally delayed; and their families.
PROGRAM: The project will develop a model of collaborative, comprehensive service delivery that can reduce family dysfunction and enhance developmental growth of children. The intervention program will provide a variety of service options for families. Families will be scheduled to participate in one or more of the program's four major components: facilitation of child caregiving, support services, daily living skills development, and community resource utilization. Families will participate twice a week in center-based intervention focused on improving parent-child interactions and developing potential for each child. Home visits designed to meet individual family needs will supplement center-based services. A number of support services, such as speech therapy and physical therapy, from local service agencies will be coordinated with individual family programs.

Developmental Support for Medically Handicapped Children

Methodology for Infants/Toddlers
Principal Investigators: Heidi Feldman & Steven Bagnato
Fiscal Agency: Children's Hospital of Pittsburgh (Pittsburgh, PA)

Funding Period: 1988-91
Phone: (412) 647-5560

MAJOR GOAL: To ensure high-quality, consistent, and comprehensive early intervention services to infants and toddlers with medical handicaps during hospitalization through transition to community-based services.

TARGET POPULATION: Children, birth to age 3 years, who require prolonged use of biomedical technology and/or prolonged hospitalization.

PROGRAM: The program will design a parallel organizational structure within the hospital setting that coordinates representatives from all hospital services, with parents as central members in planning and provision of care. The project has three objectives: to improve ser-vices within the hospital; to facilitate smooth transitions to community-based services; and to support service delivery within the community after discharge. A Developmental Support Committee will provide systematic early identification, consultation, and facilitation of support teams during the hospital stay. Ecological interventions that normalize the environment (e.g., establishing daily schedules, day-night cycles, "safe" times free of painful medical intervention) will be encouraged. Education about contemporary practices, medical illnesses, and implications of service delivery will be provided to medical staff and community providers. The project will provide ongoing consultation with community agencies before and after discharge and will bring community early intervention specialists into the hospital to participate in transition planning.

PPEI Project (Professional and Parent Paraprofessional Early Intervention Service Delivery)

Nondirected/Experimental Project
Principal Investigator: Samera Baird
Fiscal Agency: Auburn University (Auburn, AL)

Funding Period: 1987-90
Phone: (205) 844-5943

MAJOR GOAL: To compare the cost and effectiveness of two early intervention service delivery options: 1) services provided directly by a team of professionals, and 2) services provided by trained parent paraprofessionals, under supervision of and with consultative services from professional team.
TARGET POPULATION: Infants, birth to age 3 years, who are at risk for or demonstrate a developmental delay, and their families.
PROGRAM: The project has three interlocking phases: 1) service delivery to infants and families by the professional team; 2) selection and training of parents to become parent paraprofessional early interventionists (PPEIs); and 3) service delivery to infants and families by PPEIs. Infants are assigned to treatment groups based on order of referral. Following assessment, a home-based, individualized family service plan is developed which emphasizes infant-parent interaction and social support to families; child skills are addressed as needed. PPEIs complete core training which addresses infant-parent interaction, family social support, effective communication, adult learning, data collection, program procedures, and heterogeneity of families. After core training, each PPEI completes an individualized needs assessment, to determine future training activities, and participates in a supervised practicum/internship, gradually assuming responsibility for intervention.

CCHIME (Children's Center Handicapped Integration Model Education)

Nondirected/Experimental Project
Principal Investigators: Claire Cavallaro & Joyce Hagen
Fiscal Agency: California State University Foundation (Northridge, CA)

Funding Period: 1987-90
Phone: (818) 717-5088

MAJOR GOAL: To develop and implement a model for the integration of preschool handicapped children into an existing student-sponsored child development center on a university campus.
TARGET POPULATION: Children, age 2 through 5 years, of various ethnic and socioeconomic backgrounds, whose parents are students at California State University. Secondary targets include families, staff, and volunteers at the Children's Center.
PROGRAM: The project includes the following components: a) Assessment, to provide screening and transdisciplinary developmental evaluations; b) Inservice Education, to provide intensive staff training; c) Family Support, to provide individualized services including assistance in the home, coordination with other agencies, and parent and sibling support groups; d) Classroom Integration, to implement individualized education and family service plans within ongoing activities at the Center; and e) Materials Development, to produce manuals describing effective practices. Instructional strategies for integration emphasize development of social, adaptive, and functional communication skills. The project also provides training for staff in other programs and schools, and serves as a training site for students in special education, educational psychology, counseling, child development, and related fields.

INREAL (INter-REActive Learning) Outreach

Nondirected/Experimental Project — Funding Period: 1987-90
Principal Investigators: Elizabeth Heublein & Rita Weiss — Phone: (303) 492-8727
Fiscal Agency: University of Colorado (Boulder, CO)

MAJOR GOAL: To change the learning environment in regular education classrooms to effect successful mainstreaming of children with handicaps; and to prevent future school drop-outs among students who are not handicapped but are at risk educationally.
TARGET POPULATION: Regular and special education personnel, teachers, paraprofessionals, and administrators.
PROGRAM: This outreach project derives from the INREAL Intervention Model, a communications-based program to facilitate the language, cognitive, and social-emotional growth of preschool children with or at risk for handicaps in the regular classroom. The project will expand the INREAL model to serve elementary school children, age 5 to 8 years, who are handicapped or at risk. The project also will develop regional centers through a staff process that parallels the INREAL intervention model, in that the personnel, parents, and agencies involved in the child's intervention work from an individual, developmental perspective. The objectives over three years are to provide INREAL staff development training to regular and special educators, and to establish two self-supporting INREAL regional training centers to support and expand local training. The staff development, being locally owned, is sensitive to local needs and is cost-effective.

Investigation of Direct and Indirect Effects of Contingency Intervention upon Handicapped Infants and Their Mothers

Nondirected/Experimental Project — Funding Period: 1988-91
Principal Investigator: Richard Brinker — Phone: (312) 413-1563
Fiscal Agency: Institute for the Study of Developmental Disabilities (Chicago, IL)

MAJOR GOAL: To test the theory that early contingency intervention will increase a handicapped infant's motivation to explore the environment and thereby facilitate development.
TARGET POPULATION: Infants functioning at the 2 to 3 month developmental level. All subjects share three criteria for eligibility: 1) They do not retain objects placed in their hands; 2) They do not demonstrate a visually directed reach and grasp; and 3) They do not have any "favorite" toys.
PROGRAM: All infants will attend the same weekly early intervention program. A randomly selected group also will receive contingency intervention. Using a combination of group and single subject experimental designs, the project will evaluate the effects of the contingency intervention. The project has three goals: a) to demonstrate the developmental impact of contingency intervention in terms of short- and long-term improvements in infants' exploration of their environment; b) to determine any changes in parent-child interactions as a function of changed perceptions or expectations; and c) to use contingency intervention as a dynamic assess-ment tool to evaluate the effects of different numbers of sessions of intervention per week, motor therapy prior to intervention, and access to switch-operated toys which produce consequences.

Project Alliance

Nondirected/Experimental Project
Principal Investigators: Merle Karnes & Helen Shapira
Fiscal Agency: Developmental Services Center (Champaign, IL)

Funding Period: 1987-90
Phone: (217) 359-0287

MAJOR GOAL: To develop training modules and consultation procedures that will enable parents to take a more active role in the planning and delivery of services to their handicapped children; and to improve the skills of professionals in collaborating with parents and interagency and intra-agency teams.
TARGET POPULATION: Parents of handicapped children, birth to age 5 years, and professional staff at early intervention and public preschool programs.
PROGRAM: The project has developed training materials and procedures to enhance collaboration between parents and professionals. A number of training options for parents (e.g., individual home training, group workshops, topical mini-books, audiotapes) have been developed to take into account individual differences within families and within programs. Workshop training utilizes the communication process, progressing from the development of communication skills to the determination of outcomes. Small group training reinforces the goal of parent-professional alliances. The training modules address such topics as communication skills, transition issues, interagency collaboration, rights and responsibilities of parents, pre-meeting preparation, and outcome development and joint decisionmaking. A secondary project goal is to identify and remedy interagency procedural barriers to effective teamwork. A limited, statewide field-test will be conducted in both early intervention and public preschool programs in order to further refine the training components.

Early Identification, Assessment and Tracking of High-Risk Infants and Families

Nondirected/Experimental Project
Principal Investigator: Nancy Meck
Fiscal Agency: University of Kansas Medical Center (Kansas City, KS)

Funding Period: 1987-90
Phone: (913) 588-5900

MAJOR GOAL: To develop a model service program to identify, assess, and track high-risk infants and toddlers, and their parents; and to develop a model for interdisciplinary training of health care personnel to provide these services.
TARGET POPULATION: For the model service program, children birth to age 3 years who are medically fragile and/or at high risk for developmental delay due to medical, biological, environmental, or psychosocial factors; and their families. For the training program, practicing physicians, residents, and medical students.
PROGRAM: Children and families are referred to the project by neonatal intensive care units, other hospital services, local health care providers, and infant preschool programs. The project model, the Birth to Three Project, provides assessment; refers families to appropriate medical, educational, and social services within the community; and helps plan for and coordinate the transition to the home, the Follow-up Clinic, and related infant/family services. To foster coordinated case management for infants, the project will develop an inservice training program for physicians, and awareness activities and materials for medical students.

Dynamic Individualized Family Service Plan (IFSP) System for Rural Remote Regions

Nondirected/Experimental Project — Funding Period: 1987-90
Principal Investigator: Ted Maloney — Phone: (406) 243-5467
Fiscal Agency: Montana University Affiliated Program Satellite (Missoula, MT)

MAJOR GOAL: To develop, implement, and evaluate an economical and effective model for provision of early intervention services in rural, remote regions through a family support planning process designed to meet individual child and family needs.
TARGET POPULATION: Infants and toddlers, birth to age 3 years, with or at risk for mild to profound handicaps, including severe multiple handicaps; their families; and staff of projects providing home-based services.
PROGRAM: The Dynamic IFSP System takes an evolutionary view of the IFSP process by building on accomplishments of past IFSPs, targeting short- and long-term outcomes, and addressing current as well as future "life cycle" stages of children and families. The IFSP is based on family-identified outcomes, with flexibility built in to reflect new outcomes that may be identified later. The model has five components: 1) development of the IFSP, a process which includes child and family assessment, identification of needs, critical events, "life cycle" and long-term issues, and establishment of outcomes and priorities; 2) implementation of the IFSP, which includes child and family training, resource and support services, and service coordination; 3) evaluation of the IFSP, addressing objectives, family satisfaction, and barriers to implementation; and 4) program accountability.

VIDEO-SHARE

Nondirected/Experimental Project — Funding Period: 1987-90
Principal Investigator: Richard Vanden Pol — Phone: (406) 243-5344
Fiscal Agency: University of Montana (Missoula, MT)

MAJOR GOAL: To develop an assessment regimen of classroom survival skills required in school-age placements; to prepare a permanent videotaped record of child behavior to supplement objective performance documentation; and to use periodic videotape records of classroom interventions to guide parents in encouraging their child's skills.
TARGET POPULATION: Children age 2 to 8 years, with all types of handicapping conditions, and their families; and teachers in receiving placements.
PROGRAM: The project is developing standardized functional skill assessments, based on videotapes, observations, and clinical evaluations of children's behaviors in preschool and Grade 1 classrooms. Targeted skills include following instructions, social interaction, self-help and independence, paying attention and participating in group lessons, and developmentally appropriate pre-academic skills. Individualized therapeutic interventions will be videotaped and incorporated into ongoing parent training to facilitate generalization of skills to the home setting. Classroom videotapes of children in optimal and sub-optimal performances will be available to receiving teachers to help facilitate transition from preschool to kindergarten, supplementing the Individualized Transition Plan. The project will assist teachers in the development of Individual Education Plans. Progress of preschool graduates will be monitored.

Project Ta-kos

Nondirected Demonstration Project — Funding Period: 1987-90
Principal Investigator: Mary Render — Phone: (505) 266-8811
Fiscal Agency: Alta Mira Specialized Family Services, Inc. (Albuquerque, NM)

MAJOR GOAL: To develop an innovative inservice training model designed to increase the probability that at-risk and handicapped children, birth to age 5 years, and their families have access to and receive appropriate services so that they may remain an integral part of the community in which they reside.
TARGET POPULATION: Parents, educators, therapists, and health professionals who live or work with children who have or are at risk for developmental disabilities.
PROGRAM: Project Ta-kos (a Coast Salish Indian term which suggests that any decision or course of action affects seven generations) expands the concept of integration to include three components: the child within the family, child and family within the educational/health care service delivery setting, and child and family within the community. This ecological approach is reflected in the following curriculum components: Family-Centered Approach to Goalsetting and Intervention; Sensitivity to Cultural Diversity; Another Way to View Child Development: An Interactive Approach to the Integration of the Sensory, Motor, and Communication Systems; Transition for Families of Young Children with Special Needs; Family Networking; and Classroom Strategies for Integration and Mainstreaming. The training model will be competency-based, sensitive to the characteristics of adult learners, and delivered in a three-phase format that allows maximum feedback, support, and follow-up activities.

A Comparison of Language Training Procedures with Young Children with Developmental Delays

Nondirected/Experimental Project — Funding Period: 1988-91
Principal Investigator: Jeanne Wilcox — Phone: (216) 672-2672
Fiscal Agency: Kent State University (Kent, OH)

MAJOR GOAL: To examine the comparative effectiveness of language intervention approaches and procedures in conjunction with individual child characteristics.
TARGET POPULATION: Children, age 22 to 42 months, who have a developmental delay of undetermined etiology; have no significant abnormalities in visual or auditory acuity or muscle tone; and who are pre-language or in the very early phases of language use.
PROGRAM: Children are assigned to treatment conditions following assessment of the child's phonetic inventory and capacity for spontaneous imitation. The project selects for each child a training lexicon of 10 words that represent objects, contain initial consonants within the child's phonetic repertoire, and can be used to express functions that the child has mastered. Children participate in individual and group language training sessions which use the Mand/Model and Play/Modeling approaches, and are exposed to one of two training procedures (matched or mismatched with their individual characteristics). The project will examine effects of individual vs. group treatment, matching vs. mismatching, and the relationship between spontaneous imitation and expose to individual vs. group treatment. Influences on children's patterns of word acquisition during intervention and at 3 and 6 months after will be assessed.

Experimental Comparison of Parent Training Approaches

Nondirected/Experimental Project
Principal Investigator: Cordelia Robinson
Fiscal Agency: Winthrop College School of Education (Rock Hill, SC)

Funding Period: 1988-91
Phone: (803) 323-2244

MAJOR GOAL: To evaluate the effectiveness of validated individual parent training programs when delivered in a group setting.
TARGET POPULATION: Infants, birth to age 36 months, with mild to severe developmental disorders, and their mothers.
PROGRAM: The project will examine the child and parent impacts of two parent instructional programs: a developmental content-focused approach, and a combined inter-action/developmental content-focused approach. Sixty mother-child dyads will be randomly assigned to the two experimental groups and a control group. Pre-training, mid-training, post-training, and follow-up videotapes will be made of each mother-child dyad. Training will be conducted in small group format; two of the eight training sessions will involve individualized segments. The basic experiment will be carried out four times: first, with parents of infants, birth to age 18 months, who have received intervention services; second, with parents of toddlers, age 18 to 36 months, who have received intervention services; and third and fourth, with parents of infants and toddlers who have not received intervention services. The Teaching Skills Inventory will be used to measure the effectiveness of the parent training; changes in child development and behavior also will be measured.

A Comparative Analysis of Two Approaches to Early Motor Skill Intervention

Nondirected/Experimental Project
Principal Investigators: Steve Warren and Eva Horn
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)

Funding Period: 1988-91
Phone: (615) 322-8277

MAJOR GOAL: To conduct a thorough, carefully controlled comparative analysis of the effects of neuromotor and behavioral approaches to motor skill intervention with young children who have cerebral palsy.
TARGET POPULATION: Children, age 6 to 30 months, with cerebral palsy, who are enrolled in a community center-based intervention program.
PROGRAM: The project has four basic objectives: 1) To conduct individual experimental analyses of comprehensive motor interventions, in which half the subjects receive neuromotor intervention and half receive behavioral intervention, within a multiple baseline design; 2) to analyze the generalization and maintenance of skills learned through these interventions; 3) to measure the extended effects of these interventions on the subjects' rates of engagement, self-directed activity, and reciprocal social interaction sequences; and 4) to compare the relative effects of the two intervention approaches using repeated measures trend analysis procedures across the two experimental groups. The research is designed to increase the empirical bases for both neuromotor and behavioral treatment approaches and to provide a broad-based, unambiguous assessment of their efficacy relative to each other.

Ecological Caregiving for Home Outcomes (ECHO)

Nondirected/Experimental Project
Principal Investigator: Crystal Kaiser
Fiscal Agency: East Tennessee State University (Johnson City, TN)

Funding Period: 1987-90
Phone: (615) 929-5615

MAJOR GOAL: To develop, implement, and evaluate a replicable ecological model of family-centered, transdisciplinary service delivery for medically fragile/developmentally high risk newborns, beginning in the neonatal intensive care unit (NICU) and continuing through transition to community services..
TARGET POPULATION: Newborns who are medically fragile and/or developmentally high risk (including severely and multiply handicapped), and their families.
PROGRAM: Five model components and 20 component features comprise the Earliest Point of Entry model. Model components include 1) Medically Concurrent Developmental Intervention and Family Support; 2) Multicomponent Early Intervention, incorporating both NICU and community features, 3) Five-Point Transition Facilitation during hospitalization, 4) Four-Level Range of Services Continuum, and 5) Newborn Child-Find Protocol. Sample component features include NICU individualized family service plan and case management protocol, NICU family support program, developmental rounds screening protocol, unduplicated child count reporting protocol (for the five states served by the tertiary center), individualized discharge videos, video-based therapy consultations, schoolroom photos, family and NICU newsletter, welcome home baskets, day care/respite care support, and pediatric and nursing staff training.

A Model for Early Childhood Special Education Program Development in Rural Settings

Nondirected/Experimental Project
Principal Investigator: Wayne Fox
Fiscal Agency: University of Vermont (Burlington, VT)

Funding Period: 1987-90
Phone: (802) 656-4031

MAJOR GOAL: To develop, implement, evaluate, and disseminate a model for establishing or improving school district programs that serve young children with handicaps and their families in rural settings.
TARGET POPULATION: Children, birth to age 5 years, who have or are at risk for delays in fundamental skills, and their families; and early childhood program administrators and staff, and community service providers.
PROGRAM: The model for developing community-based, comprehensive services for young children with special needs will have six components: a) a Family and Multi-Agency Planning Team; b) assessment of current practices of early childhood special education programs; c) comparison of current practices with identified "best practices" and prioritizing areas for program development; d) development and implementation of a plan for improving services based on priorities established by community representatives; e) implementation of best practices in the delivery of special education and related services; and f) evaluation. The model will be implemented and evaluated in ten cooperating school districts representative of rural Vermont. Project staff will provide inservice training and technical assistance to implementation sites.

The Childhaven Project

Nondirected/Experimental Project
Principal Investigator: Eugene Edgar
Fiscal Agency: University of Washington (Seattle, WA)

Funding Period: 1987-90
Phone: (206) 543-4011

MAJOR GOAL: To examine the effects of therapeutic day care and family supports on families of handicapped and high-risk children who are victims of abuse or neglect; and to outline policies for prevention and intervention strategies for children who are abused or neglected.
TARGET POPULATION: Children, age 1 month to 5 years, who are at risk for developmental delay due to physical and social factors in their environment, including parental mental retardation or psychiatric disorder, parental substance abuse, and suspected child abuse or neglect; and their families.
PROGRAM: Childhaven, a nonprofit treatment and day care center for abused and neglected children, provides therapeutic interventions designed to encourage child-initiated activities and exploration of the environment, and offers parent training, counseling, transportation, and case management. The project will conduct two studies: a) a retrospective study to follow up on families that have received Childhaven services, focusing on child placement, child progress, family stability, and subsequent service utilization; and b) a prospective study to address the impact of specific interventions on recipient families. Data from both studies will be used to document policy recommendations regarding the timing, nature, and cost-effectiveness of various child and parent interventions.

Niños Especiales Project

Severely Handicapped Infant Project — Funding Period: 1986-89
Principal Investigator: Mary Beth Bruder — Phone: (203) 674-1485
Fiscal Agency: University of Connecticut Health Center (Farmington, CT)

MAJOR GOAL: To develop a model of culturally sensitive, family-focused early intervention services to Puerto Rican children, birth through age 2 years, who have severe handicaps.
TARGET POPULATION: Low-income Puerto Rican families with infants who are severely or multiply handicapped.
PROGRAM: The project integrates a broad range of support services for families within a transdisciplinary model. An individualized family service plan (IFSP) is developed for each infant by parents and project staff, and is reviewed three times yearly in conjunction with developmental evaluations. During home visits, a bilingual early interventionist helps to integrate activities into the family's daily routine. Transdisciplinary staff facilitate parents' sense of control, and assist families, where possible, with problems (such as transportation, housing, and welfare) that may interfere with the child's management. All project materials are adapted to reflect the concerns of the Puerto Rican population. Products in development include a training package for service providers, health and education materials (in Spanish) for families, and a parent booklet that answers common questions and lists local resources.

TRIP: Implementing the Transactional Intervention Program in the Classroom

Severely Handicapped Infant Project — Funding Period: 1986-89
Principal Investigator: Gerald Mahoney — Phone: (203) 674-1485
Fiscal Agency: University of Connecticut Health Center (Farmington, CT)

MAJOR GOAL: To develop, implement and evaluate a center-based component of the Transactional Intervention Program which will complement the original home-based model.
TARGET POPULATION: Children birth to age 5 years who are categorized as severely handicapped due to medical or organic conditions that directly or indirectly impair sensory, physical, and/or mental development, and who function below the norm for cognitive, language, and motor skills.
PROGRAM: The home-based component of TRIP stresses parent-infant interaction to promote the handicapped child's developmental competence. The new center-based model, emphasizes program structure, routines and activities that reflect children's interests and developmental level, and provide opportunities for children to initiate and control interactions. This model provides training to teachers, therapists, and others working in center-based settings to help them become less directive and more child-oriented and responsive in their daily interactions with children. TRIP encourages parent involvement in center-based settings, and continues to provide training and support to teachers and parents in home-based settings. The project works closely with a consortium of education professionals in developing the model and associated products.

Delaware FIRST (Family/Infant Resource, Supplement and Training)

Severely Handicapped Infant Project — Funding Period: 1986-89
Principal Investigator: Penny Deiner — Phone: (302) 451-8554
Fiscal Agency: University of Delaware (Newark, DE)

MAJOR GOAL: To provide ongoing support to families of handicapped infants by offering mainstreamed family day care or respite care, assisting in the development and implement of individualized family service plans (IFSPs) in home and family day care settings, and helping families recognize and utilize resources for optimal growth.
TARGET POPULATION: Infants and toddlers, birth to age 36 months, with handicaps, and their families; and family day care (FDC) providers.
PROGRAM: The program model has two interrelated components: services to infants and their families, and services to FDC providers. 1) After referral to the program, families are assessed to determine infant and family strengths and needs, and an IFSP is developed. Each family is assisted in locating a day care provider that meets the family's needs. The IFSP is implemented in the home and the family day care home by the family and the FDC provider, and during bimonthly home visits by an Early Childhood Special Educator. 2) Interested FDC providers are invited to attend participate in a 16-20 hour general training course covering normal and atypical development, programming, working with families, and community resources. When a child with special needs is placed in a family day care home, the FDC receives six hours of specific training to meet the individual needs of that child. Following placement, the program offers ongoing inservice training to FDCs through bimonthly visits, a toy and booklending system, newsletters and information sheets, and access to project staff via a toll-free number.

Infant, Toddler, and Family Program

Severely Handicapped Infant Project — Funding Period: 1987-90
Principal Investigator: Jeffri Brookfield-Norman — Phone: (606) 257-8281
Fiscal Agency: University of Kentucky and the Chandler Medical Center (Lexington, KY)

MAJOR GOAL: To develop, implement, and evaluate a family-centered intervention model, that focuses on infant/caregiver interaction, uses existing resources and targets remote or rural areas.
TARGET POPULATION: Infants and toddlers birth through age 2 years who are medically fragile or have severe or multiple handicaps. The majority of participants will be from traditionally underrepresented groups.
PROGRAM: Intervention begins in the neonatal intensive care unit (NICU) just prior to the infant's discharge and continues through the transition to the home. An individualized family service plan is developed with each infant and family. Intervention efforts focus on infant/-caregiver interactions, in order to prevent dysfunctional relationships, reduce the likelihood of secondary handicaps, and facilitate development. Parents are instructed on the medical and care needs of their infant, and are assisted in integrating the intervention into family routines. Services after discharge from the NICU are provided in the home, with parent-infant interactions videotaped for analysis, feedback, and reinforcement. The project will identify existing service providers to implement intervention strategies. Where such services do not exist within the community, the project will serve families directly.

Cooperative Medical-Developmental-Family Interventions for Infants with Severe Handicaps

Severely Handicapped Infant Project — Funding Period: 1986-89
Principal Investigators: Kat Stremel-Campbell & Robert Campbell — Phone: (601) 266-5135
Fiscal Agency: University of Southern Mississippi (Hattiesburg, MS)

MAJOR GOAL: To establish a model that provides medical/developmental intervention for severely handicapped infants through a flexible service delivery system that is cost-effective, family-oriented, and able to meet the needs of families in rural areas; and to locate and train service personnel in rural areas to provide intervention services to infants and their families.
TARGET POPULATION: Severely and multiply handicapped infants birth to age 36 months, and their families, within a 90-mile radius of Jackson, Mississippi.
PROGRAM: Infants are identified by medical staff of the University of Mississippi Medical Center's Neonatal Intensive Care Unit (NICU). Each infant is viewed as having specific competencies that can be fostered by appropriate developmental, medical, and family interventions. NICU and project staff train parents in medical care, feeding, alert states, and handling and positioning techniques. After the infant's discharge from the NICU, home-based intervention services are provided weekly. Parents are assisted in accessing follow-up medical services and other community resources. Local service providers also receive ongoing technical assistance from project staff. The project will collaborate in the development of a registry and tracking system of handicapped infants.

Educational Home Model Project

Severely Handicapped Infant Project — Funding Period: 1987-90
Principal Investigator: Ted Maloney — Phone: (406) 243-5467
Fiscal Agency: Montana University Affiliated Program Satellite (Missoula, MT)

MAJOR GOAL: To develop an economical and effective model of day service components that will complement existing early intervention services in rural areas and meet the unique needs of handicapped infants and toddlers and their families.
TARGET POPULATION: Children age one month to 3 years who have multiple handicaps and/or are medically fragile, and their families, who reside in rural/remote areas.
PROGRAM: Components of the Educational Home (EH) model include: a) family involve-ment, support, and training; b) community collaboration in service planning and delivery; c) behavioral, ecological, and environmental design of service settings; d) linking of assessment, individual program planning, and evaluation; e) integration of handicapped infants and toddlers with their nonhandicapped peers; f) implementation of health care and medical management procedures; and g) training of project and replication site personnel. Special consideration will be given to assuring family involvement in all parts of service delivery. Services will be provided in the home and in small centers (serving up to 20 children). The project will work closely with the Western Montana Comprehensive Developmental Center for such services as family intervention, physical therapy, speech therapy, and medical assessment.

Project Continuity

Severely Handicapped Infant Project — Funding Period: 1986-89
Principal Investigators: Barb Jackson & Judy Quinn — Phone: (402) 559-5766
Fiscal Agency: University of Nebraska Medical Center (Omaha, NE)

MAJOR GOAL: To provide continuous, integrated health, therapeutic, and educational services for severely handicapped and chronically ill infants.
TARGET POPULATION: Infants birth to age 2 years who are severely handicapped and have chronic illnesses that require frequent and prolonged hospitalization.
PROGRAM: A primary care nurse is assigned to each hospitalized infant and incorporates developmental and educational activities into health care routines. As primary caretaker during the mother's absence, the primary care nurse interacts with the infant during specific care routines and other activities, and encourages interactions between the infant and other pediatric patients. Developmentally appropriate toys and materials are provided for infants to practice acquired skills and develop new ones. When the infant is discharged, the specialty nurse works closely with a social worker, a parent-infant educator, and a child-life specialist to provide a smooth transition to the home setting. These core personnel also work with local agencies to coordinate additional services for child and family. Parents and family members receive instruction in developmental activities, routine care procedures, use of medical equipment, and identification of local resources. The project has developed an inservice training package for primary care nurses. Other project services include a toy-lending library and a resource library.

Project SEARCH (Systems Effects of the Acquisition of Response-Contingent Human Behavior)

Severely Handicapped Infant Project — Funding Period: 1987-90
Principal Investigator: Carl Dunst — Phone: (704) 433-2661
Fiscal Agency: Western Carolina Center (Morganton, NC)

MAJOR GOAL: To demonstrate the multiple, systems-level effects of the acquisition of response-contingent behaviors on severely, multiply handicapped children, their families, and other caregivers.
TARGET POPULATION: Severely/profoundly retarded and multiply handicapped infants and preschoolers, birth to age 6 years, and their families.
PROGRAM: The project provides home-based and center-based services to children and families using a response-contingent learning approach to assessment and intervention. Children are provided with opportunities to take an active role in interactions with social (e.g., parent-child interaction) and physical (e.g., toy play) environments. The child's response capabilities, identification of appropriate and reinforcing environmental events (social and nonsocial), and manipulation of environmental events (e.g., use of adaptive switches) to provide opportunities for active control are assessed. The project will evaluate and document concomitant behavior changes (e.g., smiling, vocalization, body movement) and higher-order effects (e.g., ability to entertain self, overall temperament, new learning) on the part of the child, as well as the second-order effects (e.g., perception of child's abilities, styles of interaction with child) and higher-order effects (e.g., self-esteem, focus of control) on the part of parents and caregivers. Active participation in intervention by parents and other caregivers is crucial.

Family Infant Project

Severely Handicapped Infant Project
Principal Investigator: Philippa Campbell
Fiscal Agency: Family-Child Learning Center (Tallmadge, OH)

Funding Period: 1986-89
Phone: (216) 633-2055

MAJOR GOAL: To develop a "preventive intervention approach" to service delivery, which emphasizes "wellness" and remediation in the context of family-infant interaction.
TARGET POPULATION: Infants birth to age 24 months who are at significant risk for severe or multiple handicaps, and their families. Minority and underrepresented groups are emphasized.
PROGRAM: Children are referred from neonatal intensive care units (NICUs). Activities for parents and infants are integrated with the Neonatal Follow-up Clinic, in order to reduce family stress levels and provide comprehensive management of the child's medical and programming needs. Clinic visits are scheduled regularly after the infant leaves the NICU. Weekly mother-infant group sessions focus on developing healthy interactions, teaching mothers to recognize and respond to infants cues, and suggesting activities which can be implemented in typical caregiving routines to foster development of communicative, cognitive, motor, and social affective skills. Fathers and infants participate in monthly Saturday morning interaction groups. Specialized and remedial methods will be incorporated into all activities in these group sessions. Coordination with public school programs, community-based day care, nursery-preschool, and other similar programs is provided to facilitate transition at about age 24 months. Dissemination efforts include awareness activities, professional training, and technical assistance.

Project CATCH: A Collaborative Approach to the Transition from the Hospital to the Community and Home

Severely Handicapped Infant Project
Principal Investigator: Nancy Hansen
Fiscal Agency: Children's Hospital (Columbus, OH)

Funding Period: 1987-90
Phone: (614) 461-6795

MAJOR GOAL: To establish a central clearinghouse to create partnerships with local communities which facilitate intervention team development, case management, information exchange, and follow-up of families and infants.
TARGET POPULATION: Medically fragile infants, birth to age 2 years, with bronchopulmonary dysplasia or neurological impairment resulting from grade II/IV intraventricular hemorrhage; their families; and local service providers.
PROGRAM: Project CATCH has four components: development, service, dissemination, and evaluation. The project provides family-focused education and assessment/intervention in a broad range of disciplines, including medicine, nutrition, nursing, pharmacy, family development, infant development, and family-infant interaction. A resource team (consisting of neonatologist, clinical nurse specialist, social worker, and developmental consultants trained in special education, occupational therapy, or speech-language pathology) facilitates interdisciplinary Family Service Plan development and review through transitional service coordination; collaborative home visits with local providers; regular follow-up evaluations in health, infant development, family development, and family-infant interaction. The *Project CATCH Multidisciplinary Guide to Medically Fragile Infants* forms the basis for inservice training and consultation.

Liaison Infant Family Team (LIFT) Project

Severely Handicapped Infant Project
Principal Investigator: Kenneth Thurman
Fiscal Agency: Temple University (Philadelphia, PA)

Funding Period: 1986-89
Phone: (215) 787-6018

MAJOR GOAL: To develop a team service delivery model, based on an ecological systems approach, aimed at infants and families served by neonatal intensive care units (NICUs).
TARGET POPULATION: NICU infants and their families. Infants are preterm and medically fragile, and may display any of the following: significant birth defects, conditions that may lead to developmental delays, or symptoms of Fetal Alcohol Syndrome or drug dependency.
PROGRAM: LIFT helps the family adjust to the birth of a disabled infant, establishes the appropriate service milieu for infant and family, and facilitates transition to community services. Services begin in the NICU. Following assessment of child behavior and development and family functioning, project staff develop an individualized family plan. Families may receive support and training in intervention, child development, and advocacy. Project staff also develop a plan to facilitate transition to community-based early intervention programs and services if needed. Services continue until family enrollment in community programs or until it is deter-mined that family and infant can function without significant professional support. Materials, methods, and procedures used in the LIFT project will be shared with community-based agencies and programs. The project will develop a training program to help NICU staff apply an ecological systems approach to serving families.

A Model Early Intervention Program for Multiply Handicapped Infants

Severely Handicapped Infant Project
Principal Investigator: Conway Saylor
Fiscal Agency: University of South Carolina (Charleston, SC)

Funding Period: 1986-89
Phone: (803) 792-3051

MAJOR GOAL: To promote infant development through enhancement of parent-infant interaction and parents' use of a structured infant stimulation curriculum; and to coordinate medical, educational, and community services for these families.
TARGET POPULATION: Multiply handicapped infants, birth to age 2 years, and their families. The project targets low birthweight infants from the neonatal intensive care unit (NICU) who have intraventricular hemorrhage, severe visual impairment (VI), or both.
PROGRAM: The project's home-based, parent-delivered intervention program spans a two-year period beginning when the child is 3 months adjusted age. Contact begins in the NICU and is maintained by phone until intervention begins. Phase I consists of weekly visits by a physical therapist and/or VI specialist to instruct parents in individual interventions focusing on motor skills. Between visits parents carry out daily 20-minute play activities/exercises with the infant and keep written records of these sessions. Phase II, which begins when the infant reaches 12 months adjusted age, addresses cognitive, language, and social development, through home visits and center-based group sessions offered on alternate weeks. Some parent-infant inter-actions are videotaped and used as teaching tools to provide feedback to parents. Inservice training activities are available to home visitors, physical therapists, and other caregivers.

Transactional Family Systems Model

Severely Handicapped Infant Project
Principal Investigator: Rebecca Fewell
Fiscal Agency: University of Washington (Seattle, WA)

Funding Period: 1986-89
Phone: (206) 543-4011

MAJOR GOAL: To develop a home-based, individualized family intervention program for severely handicapped infants and their families.
TARGET POPULATION: Infants birth to age 24 months who are diagnosed as severely handicapped or medically fragile, and their families.
PROGRAM: The model focuses on the family system and on family interactions across time. Family intervention activities provide opportunities for each family member to develop positive patterns of interaction with the infant. Services begin when infants are discharged from the neonatal intensive care unit or are otherwise identified as having a severe handicap. Project staff observe infant behaviors and develop individualized therapy and educational activities that can be implemented at home by family members. During weekly home visits, a team of service providers observes parent-child interactions, discusses parents' developmental expectations for their infant, and suggests appropriate developmental activities that can be implemented in the infant's daily routine. The effectiveness of various components of the intervention and the cost effectiveness of variations in the service model will be evaluated. The project offers a variety of support services to promote family independence, including a directory of local resource and community support groups.

Project LIFT: Linking Infants and Families Together

Severely Handicapped Infant Project
Principal Investigator: George Jesien
Fiscal Agency: Cooperative Educational Service Agency #5 (Portage, WI)

Funding Period: 1986-89
Phone: (608) 742-8811

MAJOR GOAL: To provide effective, comprehensive services for infants living in rural areas who have severe multiple handicaps and are medically fragile; to extend and strengthen support for family systems; and to maintain family cohesion.
TARGET POPULATION: Infants birth to age 36 months who have severe multiple disabilities or are medically fragile, and their families in rural south central Wisconsin.
PROGRAM: The infant program has three components: Responsive Play, establishing infant control in social interactions; Making Things Happen, providing infants with control over their physical environment by integrating intervention activities into daily routines and predictable settings; and Functional Abilities, establishing goals for infant developmental competencies and functional skills. Individualized family service plans are designed to provide multiple opportunities for infant initiation, control of environmental events, and reciprocal social interactions with the family. The parent component has four goals: to promote family adjustment to their infant; to help the family function more effectively by reducing stress; to expand social supports through parent-to-parent matches, self-help, and support and advocacy groups; and to increase parent knowledge and use of community resources. Parent-infant interactions are videotaped quarterly to provide feedback for modifying intervention goals and parent-infant behaviors. The project takes a modified transdisciplinary approach to management and coordination of services from agencies.

Outreach to Infants in Rural Settings

Outreach Project--National
Principal Investigator: Jennifer Olson
Fiscal Agency: University of Idaho (Moscow, ID)

Funding Period: 1988-91
Phone: (208) 885-6159

TARGET FOR OUTREACH SERVICES: Early interventionists and other service providers in public and private agencies in rural areas of Idaho, Montana, Oregon and Washington.
OUTREACH SERVICES: The project seeks to improve services to underserved handicapped and at-risk infants and their families, with special attention to minority populations, such as Native Americans and migrant families. The competency-based training program offers technical assistance and ongoing consultation on infant programming, family-focused intervention, monitoring and follow-up, case management, and transition. Training is provided in individual components during the first year, with follow-up implementation and total model replication during the second year. During Year Three, projects that have received training and follow-up assistance will be required to train a site in their own region. The project also will assist the State Interagency Coordinating Councils in development and implementation of service delivery plans and guidelines.
DIRECT SERVICE MODEL: The direct service model integrates family systems and systematic instruction approaches to serving young handicapped children, birth through age 2 years. The model provides assessment of child and family needs and development of objectives for the entire family. Components include a model classroom with a family systems approach; family involvement; identification and follow-up of at-risk infants in rural communities; and training of professionals to deliver sensitive information to families of handicapped children.

COPING Outreach

Outreach Project--National
Principal Investigators: Gordon Williamson & Shirley Zeitlin
Fiscal Agency: John F. Kennedy Medical Center (Edison, NJ)

Funding Period: 1988-91
Phone: (201) 548-7610

TARGET FOR OUTREACH SERVICES: State agencies or organizations involved in early intervention and policy-making; early intervention programs serving children birth to age 5 years who are handicapped or at risk; and professional organizations.
OUTREACH SERVICES: Outreach efforts focus on implementing services to children and families using the Coping Process, a four-step transactional model that describes how individuals and families manage the demands of daily living, and the Personalized Learning Model, a five-step decision-making structure that guides practitioners and families in developing individualized family service plans. The project offers consultative collaborative assistance, awareness activities, training and technical assistance to stimulate high-quality programs, and product development. Training workshops provide both child- and family-oriented instruction.
DIRECT SERVICE MODEL: The early intervention model serves children birth to age 5 years who have a variety of neurological, orthopedic, developmental, and sensory deficits. Services to children are delivered by a team through center- and home-based activities that help foster development skills and adaptive coping behaviors. Family services include support groups and workshops in enhancing coping resources. Products include the Early Coping Inventory and training modules.

Technology-Learning-Collaboration (TLC)

Outreach Project--National
Principal Investigator: Kathy Gradel
Fiscal Agency: UCPA of Western New York (Buffalo, NY)

Funding Period: 1988-91
Phone: (716) 633-4440

TARGET FOR OUTREACH SERVICES: Teachers, therapists, and aides from established programs serving infants and toddlers with disabilities, and their families.
OUTREACH SERVICES: The project will provide intensive hands-on training and follow-up technical assistance in the use of the direct service model to interdisciplinary teams from 30 infant programs in New York and Pennsylvania. Two sequential training sessions at the project site will be planned for each trainee team. The first will introduce the model and provide instruction in technology applications and intervention procedures. The second will refine skills, aid trainees in generalizing the model in the context of their home agency, and prepare staff to conduct demonstration activities with other professionals. Training will be structured around project-developed modules that cover logistical arrangements, support materials and media, informational content, and reference materials. Follow-up technical assistance will be provided.
DIRECT SERVICE MODEL: The Technology-based Environmental Impact Model is based on environmental adaptations and applications of technology that assist children, birth to age 3 years, who have motoric delays, physical disabilities, and/or multiple handicaps to control their world. Staff generate a profile of the child's movement competence and physical management needs, behavior repertoire, and natural or contrived motivators, and determine long-term intervention goals.

Charlotte Circle Outreach Project

Outreach Project--National
Principal Investigator: Mary Lynne Calhoun
Fiscal Agency: Department of Curriculum and Instruction, University of North Carolina (Charlotte, NC)

Funding Period: 1988-91
Phone: (704) 547-2531

TARGET FOR OUTREACH SERVICES: Staff and administrators of new and existing early intervention programs serving infants and toddlers, birth through age 2 years, with severe/profound handicaps such as mental retardation and sensorimotor disabilities.
OUTREACH SERVICES: The project will provide on-site training and technical assistance regarding curricula, instruction, administration, evaluation, and technology. Training will focus on delivery of the social reciprocity curriculum and development of replication sites. Topics may include classroom routines, curriculum, space, licensing, equipment, staffing patterns, health and hygiene, and integrating therapy into the classroom. The project will conduct internships, seminars, and workshops at the project's demonstration site; provide training in the project's curriculum guide at national and regional conferences; and serve as a resource for early intervention agencies and parent groups.
DIRECT SERVICE MODEL: The Charlotte Circle Project Model promotes child development and enhances parent-child relationships by stimulating the child's social responsiveness, reducing the frequency of stressful behaviors, and promoting acquisition of developmental skills. The service delivery model has both home- and center-based components. Classroom activities include the use of lights and music to cue activities, massage, music therapy, individual work on social reciprocity objectives, integrated language and motor therapy, and therapeutic feeding programs. Home visits provide instruction and support in areas of need identified by parents.

Family Enablement Project

Outreach Project--National
Principal Investigator: Carl Dunst
Fiscal Agency: Western Carolina Center Foundation (Morganton, NC)

Funding Period: 1988-91
Phone: (704) 433-2878

TARGET FOR OUTREACH SERVICES: Early intervention practitioners who serve infants and toddlers with handicaps, and who are being asked to work with families but lack extensive training in family systems assessment and intervention procedures.
OUTREACH SERVICES: The project will provide technical assistance, consultation, and training to early intervention practitioners in implementation of family-centered assessment and intervention services. Project activities include promoting awareness of the project model, training, consultation and technical assistance on specific program issues, dissemination of materials pertaining to model components, and conference presentations. Replication training sites will be identified through state lead agencies for Part H. Six states will receive replication training each year, which will include on-site training, follow-up technical assistance and consultation, project-based training, and regular contact with all trainees. Trainees will have opportunities to observe model implementation.
DIRECT SERVICE MODEL: The family-level assessment and intervention model that forms the base of the outreach project evolved from seven model demonstration projects at the Family, Infant and Preschool Program. Each of these projects uses a social systems model of functioning as a conceptual framework, and stresses empowerment of families, identifying and building on family strengths, strengthening family support networks, and building family-professional collaboration.

Data-Based Classroom Model Outreach

Outreach Project--National
Principal Investigator: Joyce Peters
Fiscal Agency: Teaching Research Division, Oregon State System of Higher Education (Monmouth, OR)

Funding Period: 1988-91
Phone: (503) 838-8391

TARGET FOR OUTREACH SERVICES: Early childhood educators serving children, age 3 to 6 years, and their families in local education agencies; private preschool programs incorporating children with disabilities; and teachers and administrators of educational agencies.
OUTREACH SERVICES: The project will provide inservice training in the Data-Based Classroom Model to early childhood program staff. Training includes a five-day session at the Teaching Research Child Center's integrated preschool classroom, with small group seminars and structured practicum experiences. Trainees' performances will be videotaped to provide feedback. Follow-up visits to replication sites will be made 6 and 12 weeks after training to measure maintenance of specific skills, assist in implementation of model components, and provide technical assistance. Advanced training will be provided to replication sites to serve as satellite centers for training others. Selected sites will be further developed to provide specialized training to Native American and Alaska Native personnel in rural areas.
DIRECT SERVICE MODEL: The Data Based Classroom Model serves handicapped children, age 3 to 6 years, in a completely integrated setting. Model components include a student assessment approach, a data collection system, individual and group instructional formats suited to integrated settings, a task-analyzed curriculum, volunteer recruitment and training strategies, and family involvement.

Evaluation and Programming System Outreach Training Project

Outreach Project--National
Principal Investigators: Diane Bricker & Juliann Cripe
Fiscal Agency: Center on Human Development, University of Oregon (Eugene, OR)

Funding Period: 1988-91
Phone: (503) 345-5456

TARGET FOR OUTREACH SERVICES: Early childhood interventionists working in home- or center-based settings with children, birth to age 6, who have or are at risk for handicaps.
OUTREACH SERVICES: The project will conduct a needs assessment survey for each site. Training will be individually tailored around three areas: 1) linking assessment, intervention, and evaluation; 2) activity-based intervention; and 3) family-focused intervention. Training opportunities will include an two-day inservice training workshop, offering a variety of formats to enhance mastery (e.g., large group presentation, small group participation, directed videotaped assessment practice) and a two-day, on-site follow-up visit to provide technical assistance on implementation of the linked system. Selected participants will receive detailed training note-books with informational outlines and transparencies for training other staff members.
DIRECT SERVICE MODEL: The model features a linked system of assessment, intervention, and evaluation based on the Evaluation and Programming Systems (EPS), a criterion-referenced assessment instrument. The system provides for developmental assessment, individual program planning, monitoring, and evaluation, augmented by parent and computer components. Intervention in family-focused and takes an ecological approach to strategies for imbedding instructional goals and objectives into daily caregiving and play routines and classroom activities.

LEAP Outreach

Outreach Project--National
Principal Investigator: Phil Strain
Fiscal Agency: Western Psychiatric Clinic (Pittsburgh, PA)

Funding Period: 1988-91
Phone: (412) 462-2903

TARGET FOR OUTREACH SERVICES: Teachers and staff of preschool programs in public schools, Head Start, university-based programs, and other agencies.
OUTREACH SERVICES: Model components include replication site selection, needs assessment, orientation, training, ongoing support, and evaluation. Participants will observe the LEAP model classroom, view videotapes of parent training sessions, and complete directed observation assignments during orientation. Training will consist of discussion and demonstration of skill areas, *in vivo* practice, evaluation of trainee competency, training of on-site supervisor to support replication staff, and follow-up training/maintenance checks on a 3-month basis. Training addresses classroom organization and management, TRIIC for Mainstreaming Curriculum, integration, use of volunteers, evaluation, supervision, and parent training.
DIRECT SERVICE MODEL: Learning Experiences...An Alternative Program for Preschoolers and Parents (LEAP) is designed to meet the educational needs of autistic-like and normally developing children, age 2 to 5 years, within an integrated classroom. Program components include referral and screening, classroom instruction, parent involvement and training, and planning for future educational placement. Parents participate in a training program designed to teach more effective skills for working with their children in school, home, and community environments. LEAP also offers consultative services to parents from physicians, child development specialists, and mental health personnel.

CDR Outreach: A National Model Replication Project

Outreach Project--National — Funding Period: 1988-91
Principal Investigator: Corinne Garland — Phone: (804) 565-0303
Fiscal Agency: Williamsburg Area Child Development Resources, Inc. (Lightfoot, VA)

TARGET FOR OUTREACH SERVICES: Community-based early intervention programs in four to six states each year.
OUTREACH SERVICES: The project provides model replication training to local or regional early intervention programs, in coordination with lead agencies for P.L. 99-457 and Interagency Coordinating Councils. A five-step procedural framework governs project activities: 1) awareness and site selection, 2) needs assessment, 3) planning, 4) training and technical assistance, and 5) evaluation and follow-up. Outreach services may include observation, extended internship at the model demonstration site, or training at the replication site. Technical assistance options include on-site consultations, telephone consultations, materials loan, and/or referral to other resources.
DIRECT SERVICE MODEL: The Early Intervention Team Model is designed to meet the needs of handicapped and developmentally delayed infants by enhancing the family's skills and coping resources to maximize their child's development and ability to function within normalized settings. Model components include child find, a comprehensive interagency system for locating young children; program development, a system for developing policies and procedures; team process for interaction among team members; and clinical consultation, a process for integrating health and medical information into individual program plans. The model uses team assessment, individualized child and family plans, and case management as service strategies.

Interdisciplinary-Interagency Training and Technical Assistance

Outreach Project--State
Funding Period: 1988-91
Principal Investigator: Judy Howard
Phone: (213) 825-4622
Fiscal Agency: Department of Pediatrics, University of California (Los Angeles, CA)

TARGET FOR OUTREACH SERVICES: Level I: public health nurses, child protection ser-vices workers, substance abuse counselors, and early childhood educators. Level II: community-based health care, social service, and education professionals; administrators; policymakers; and graduate students in education, medicine, nursing, social work, psychology, and law. Level III: state agency personnel.
OUTREACH SERVICES: Training focuses on the medical, developmental and psychosocial characteristics of infants prenatally exposed to drugs; family needs; intervention strategies; interdisciplinary/interagency collaboration in care planning and management; and evaluating child and family progress. Level I training offers a two-day workshop and consultations tailored to local concerns and service delivery characteristics. Level II training promotes professional and community awareness through workshops, conferences, seminars, observation of the model program, and audiovisual materials. Level III training emphasizes data collection and consultation to assist state agencies in developing a coordinated plan of service delivery.
DIRECT SERVICE MODEL: The direct service model takes an ecological approach to the needs of infants prenatally exposed to drugs, the dynamics of the family, the needs of substance-abusing parents, and the roles of community agencies and service systems. The model promotes a stable and responsive environment for infants and continuity of health care, and addresses training to parents, foster parents, and extended families about fetal and infant development and health needs.

Project CHAMP

Outreach Project--State
Funding Period: 1988-91
Principal Investigator: Nancy Brill
Phone: (213) 206-3981
Fiscal Agency: UCLA School of Medicine (Los Angeles, CA)

TARGET FOR OUTREACH SERVICES: Professionals from a variety of agencies who are engaged in or training for delivery of health, education, or social support services to chronically ill young children and their families; program development; or policy development.
OUTREACH SERVICES: The goals of the outreach project are to promote understanding of the psychosocial needs of chronically ill children and their families; to demonstrate an interdisciplinary approach to services and the development of an Individualized Family Service Plan; and to work with local and state agencies to develop effective service delivery systems. Outreach activities include full-day workshops, professional conferences, pediatric grand rounds, ward rounds, small group consultations, conferences with state agencies, mini-workshops, and intensive student placement. Training features collaboration among medical specialties and other nonmedical service providers. The project also focuses on collaboration with state and local agencies with the expectation of participating in policy evolution.
DIRECT SERVICE MODEL: The project has developed a comprehensive, multidisciplinary, family-centered approach that utilizes existing community programs to prepare the chronically ill child for normal settings. Children served have normal cognitive and affective potential.

KEEPSAFE Project Outreach Services

Outreach Project--State
Principal Investigator: Ruth S. Kempe
Fiscal Agency: Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect, University of Colorado (Denver, CO)

Funding Period: 1988-91
Phone: (303) 321-3963

TARGET FOR OUTREACH SERVICES: Preschool, day care, and elementary school personnel, as well as social service case workers and foster parents.
OUTREACH SERVICES: KEEPSAFE offers training and technical assistance to professionals serving abused and neglected children and their families and to community personnel in a variety of agencies. The project's curriculum is available on four basic levels (from awareness training to program development with ongoing consultation), and addresses such issues as treatment strategies, child abuse and the law, prevention, children in foster care, establishing a "safe" classroom environment, dynamics of the dysfunctional family, and service coordination. Training is adaptable to the needs and levels of expertise of individual outreach sites. Other services include consultation, referral, networking, and product development.
DIRECT SERVICE MODEL: The Kempe Therapeutic Preschool is based on a psychoeducational model, individualized to meet the needs of abused children. The preschool serves children, age 3 to 6 years, who require a day treatment setting to manage behaviors and developmental delays resulting from childhood maltreatment. Child psychiatric services are provided in a preschool environment five half-days per week. Services offered include comprehensive child and family evaluation; classroom programming, group, individual, and family treatment; and interagency staffing and coordination.

Developmentally Appropriate Environments for 0-5 Handicapped Children

Outreach Project--State
Principal Investigator: Lois Rho
Fiscal Agency: Stephen August Early Intervention Center (Cheshire, CT)

Funding Period: 1988-91
Phone: (203) 272-3577

TARGET FOR OUTREACH SERVICES: Professionals in a variety of settings (such as special education, mental health, day care, and Head Start) who work with children, birth to age 5 years, who have handicaps.
OUTREACH SERVICES: Planning of developmentally appropriate environments requires knowledge of the physical and functional aspects of environments, equipment characteristics, and the principles of selection and arrangement of learning materials to foster developmentally appropriate play. Project activities will focus on these issues through weekly guided observations; workshops individualized to particular groups of service providers, ages and handicapping conditions of children served, and program conditions; and week-long training sessions on planning developmentally appropriate environments, with on-site follow-up visits.
DIRECT SERVICE MODEL: The Cheshire Early Intervention Program is a transdisciplinary, noncategorical program offering diagnostic and programmatic services to children, birth to age 5 years, who have moderate to severe handicaps or are environmentally at risk for developmental delays or school problems. Program options depend on the child's age and ability to sustain purposeful play, and on parents' needs. The program is center-based, but contains options for home-based services. Parents spend time in center classroom activities with their child, and in meetings with other parents and staff.

PREP (Parsons Regional Early Education Program/Outreach)

Outreach Project--State
Principal Investigator: Lee Snyder-McLean
Fiscal Agency: Bureau of Child Research, University of Kansas (Parsons, KS)

Funding Period: 1988-91
Phone: (316) 421-6550 X 1775

TARGET FOR OUTREACH SERVICES: Statewide early intervention programs.
OUTREACH SERVICES: During year one, the project will conduct a statewide survey, in conjunction with the Kansas Department of Education, the Kansas Department of Health and Environment, and the Kansas Coordinating Council for Early Childhood Developmental Ser-vices to identify needs for staff training and program development. The project will determine which training needs can be met through PREP outreach activities and will provide linkage to appropriate resources or programs to meet other needs. Staff training in model replication will be provided at ten sites through on-site workshops with follow-up telephone consultations and on-site visits. The project will collect data on the impact of outreach training on child outcomes.
DIRECT SERVICE MODEL: The PREP early intervention and curriculum program model serves children, birth to age 5 years, with handicaps, in a rural, 9-county region in southeastern Kansas. Components include a) a multidimensional curriculum, including a Generic Skills Inventory and Curriculum Guide and a companion Specific Skills Inventory and Curriculum Guide; b) a Home Carryover package; c) Joint Action Routines, an interactive treatment procedure that can be used in both center-based and home-based programming; d) a Range of Services Delivery model, designed to meet service demands in a rural area with limited resources; and e) a PREP Program Manual, providing guidelines for program organization, use of instructional materials, data collection and utilization, and general teaching principles.

Project Dakota Outreach

Outreach Project--State
Principal Investigator: Linda Kjerland
Fiscal Agency: Dakota, Inc. (Eagan, MN)

Funding Period: 1988-91
Phone: (612) 455-2335

TARGET FOR OUTREACH SERVICES: Local early intervention programs and interagency committees; state level policymakers, staff, and task forces.
OUTREACH SERVICES: The project will seek to establish family-centered, community-based early intervention policy and practices. Four types of activities are planned: 1) year-long training and technical assistance (including onsite consultations, demonstration of collaborative assessments and home/community visits, facilitated team meetings, and presentations) to a limited number of target programs to assist them in the development of mission statement, goals, operating principles, practices, and program evaluation consistent with Project Dakota; 2) awareness presentations to parents, professionals, interagency groups, and local, regional, and state groups; 3) product development and dissemination, including a birth-to-three program development manual and video; and 4) assistance to state agencies on development of guidelines, standards, definition, and quality indicators.
DIRECT SERVICE MODEL: The model employs a family-centered and community-based approach to early intervention that is responsive to the concerns, priorities, and preferences of the family. Interventions are collaboratively planned and incorporate family, staff and community resources to facilitate the child's functioning in typical settings such as family day care, playgrounds, and nursery school. The program monitors parent satisfaction with services and evaluates staff responsiveness to and collaboration with families.

Preschool Integration Through Technology Systems (PITTS)

Outreach Project--State
Principal Investigator (acting): Susan Mistrett
Fiscal Agency: UCPA of Western New York (Buffalo, NY)

Funding Period: 1988-91
Phone: (716) 633-4448

TARGET FOR OUTREACH SERVICES: Educators, therapists, professional trainers, school administrators, and parents interested in providing mainstreamed preschool experiences for physically handicapped or language-impaired young children.
OUTREACH SERVICES: The project will develop, implement, and evaluate a multi-disciplinary trainer of trainers model to replicate the direct service model. Participants will acquire competencies in three areas: 1) social and school survival skills; 2) use of technology to maximize the capabilities of children with physical handicaps or severe speech-language impairments; and 3) teaching parents to be more effective advocates concerning mainstreaming and technology. Training includes a three-day intensive workshop with hands-on computer activities and follow-up activities, such as on-site visits, information updates, telephone consultations, networking through teleconferencing, discussion groups, newsletter, and conferences.
DIRECT SERVICE MODEL: The Special Friends and Computers model has six elements: a) a social interaction curriculum and strategies, including use of computers and related technologies; b) integrated site selection; c) staff preparation; d) computer introduction; e) parent support; and f) policies and procedures for transition to public schools. The model uses the computer as a prosthetic tool to equalize play skills between handicapped and nonhandicapped preschoolers. Computer hardware is modified to meet the needs of children with physical handicaps. Children with motor or language impairments are paired with nonhandicapped peers for supervised practice.

Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators)

Outreach Project--State
Principal Investigator: Carl Dunst
Fiscal Agency: Western Carolina Center Foundation (Morganton, NC)

Funding Period: 1988-91
Phone: (704) 433-2865

TARGET FOR OUTREACH SERVICES: Teachers, administrators, and other staff from classroom-based programs providing services to at-risk and handicapped children, birth to age 5 years, and their families.
OUTREACH SERVICES: Outreach services include training, technical assistance (TA), consultations, and workshops. The project offers intensive on-site training and follow-up to staff of existing programs to improve services to handicapped infants and preschoolers, implement the model and develop resource/replication sites. Inservice training incorporates the use of criterion-referenced checklists and other environmental assessment tools. Group training opportunities are available through regional workshops, university programs, and an annual training institute.
DIRECT SERVICE MODEL: The SUNRISE classroom-based model offers integrated and individualized approaches that emphasize functionality, child engagement, and family empowerment. Project components fall into six categories: 1) Program Organization (management, supervision, staff training); 2) Environmental Organization (environmental arrangements, scheduling, transitions, activity planning); 3) Instructional Organization (IEP, IFSP, assessment and intervention planning); 4) Methods of Instruction (incidental teaching, response-contingent techniques, behavior management); 5) Program Evaluation; and 6) Philosophical Considerations (parent empowerment and participation, integration).

Project CAPABLE (Communities Assisting Parents to be ABLE)

Outreach Project--State
Funding Period: 1988-91
Principal Investigator: Marilyn Espe-Sherwindt
Phone: (513) 559-4321
Fiscal Agency: University Affiliated Cincinnati Center for Developmental Disorders (Cincinnati, OH)

TARGET FOR OUTREACH SERVICES: Early intervention service delivery systems, local collaborative groups, and professionals serving children, birth to age 3 years, who are risk for developmental delay, and who have parents identified as/suspected of being mentally retarded.
OUTREACH SERVICES: Services for new or existing early intervention programs include: 1) training to increase awareness, knowledge, and skills of professionals and local collaborative groups regarding effective attitudes and techniques in providing services to families; 2) information regarding existing resources; 3) development of videotapes, manuals, and other materials to address unmet training needs; and 4) ongoing technical assistance. A training-of-trainers model will be used to establish a network of resource "teams" throughout the state.
DIRECT SERVICE MODEL: The service model provides comprehensive early intervention services for children, birth to age 3 years, who are at risk for developmental delay and who have parents identified as/suspected of being mentally retarded. The model emphasizes building partnerships with the families identifying realistic expectations, promoting competence and independence, and collaboration and service coordination. The training model for professionals focuses on examining attitudes, expectations, and appropriate intervention and evaluation techniques for working effectively with parents who are mentally retarded.

Tennessee Outreach Training (TOT) Project

Outreach Project--State
Funding Period: 1988-91
Principal Investigator: Steven Warren
Phone: (615) 322-8277
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)

TARGET FOR OUTREACH SERVICES: Programs which are supported by the Departments of Education, Health and Environment, Mental Health/Mental Retardation, and Head Start, and which provide center-based and/or home-based services to children up to age 4 years who have varying kinds and degrees of handicaps.
OUTREACH SERVICES: Outreach services are tailored to individual programs to allow for different levels of involvement, and include conference presentations, telephone consultations, program self-evaluation, on-site technical assistance, site visits, and inservice training. Programs wishing to establish a "Reciprocal Technical Assistance and Training Network" in their geographic locale will receive project assistance through initial scheduling, workshops, program site exchanges, and information dissemination.
DIRECT SERVICE MODEL: The "Best Practices" model has six components: 1) curriculum programming approach, targeting skills that enhance the child's ability to interact with the environment, and encouraging generalization and maintenance of skills; 2) organization of the learning environment, including arrangement of space, selection of materials, organization of training, and monitoring of child progress; 3) social interaction skill training; 4) optimal use of related support services, including coordination and case management; 5) family involvement in planning and delivery of services; and 6) transition services. Each component is supported by competency-based training modules.

Integrated Outreach for Utah Project

Outreach Project--State
Funding Period: 1988-91
Principal Investigator: Sarah Rule
Phone: (801) 750-1987
Fiscal Agency: Developmental Center for Handicapped Persons, Utah State University (Logan, UT)

TARGET FOR OUTREACH SERVICES: Local program staff from a variety of disciplines who provide services to preschool children, age 3 to 5 years, with handicaps; and local agency personnel who are selected to be trained as trainers.
OUTREACH SERVICES: Training will follow a cyclical service approach, beginning with a two-stage phase of planning and negotiation with local districts and development of individual training plans. Multidisciplinary teams from targeted districts will attend workshops and receive follow-up training and monitoring throughout the school year. The project also will train local district trainers and assist other districts in applying for training funds.
DIRECT SERVICE MODEL: Curricula and training materials that comprise the service model were developed by four model programs: Social Integration Project, Multi-Agency Project for Preschoolers (MAPPS), Functional Mainstreaming for Success, and Preschool Transition Project. All four use interdisciplinary teams to deliver services to preschoolers with handicaps in the least restrictive environment, but differ as to approach (e.g., reverse mainstreaming vs. integration into existing community-based services vs. use of peer tutors) as well as type of handicapping conditions addressed. The continuum of curricula and training procedures of the four models combined will allow local districts to select those which best meet local needs and resources.

Project TEEM (Transition into Elementary Education Mainstream) Outreach

Outreach Project--State
Funding Period: 1988-91
Principal Investigator: Wayne Fox
Phone: (802) 656-4031
Fiscal Agency: Center for Developmental Disabilities, University of Vermont (Burlington, VT)

TARGET FOR OUTREACH SERVICES: Early childhood special education program staff, regular and special educators, school administrators, physical and occupational therapists, speech pathologists, and school nurses.
OUTREACH SERVICES: TEEM Outreach will establish a statewide dissemination, training, and technical assistance system which includes six interdependent components: an advisory council; a network of demonstration and training sites; intensive inservice training institutes; regional technical assistance; a dissemination process; and an evaluation system. Model sites will be established in six regions in Vermont to allow for individualized training in model replication and ongoing technical assistance. Week-long intensive, inservice training institutes will be available to school districts interested in model replication.
DIRECT SERVICE MODEL: The TEEM model offers school systems a process for successful transition of young children with handicaps from early childhood programs into kindergarten classes and the public school mainstream. The model has six steps: 1) establishing the planning team; 2) involving the child's family; 3) preparing child and placement school prior to transition; 4) planning the child's social and educational integration; 5) monitoring and supporting the child's placement; and 6) planning future transitions. The model also includes guidelines for systems developing a transition process.

CDR Outreach: A Capital Project

Outreach Project--State
Principal Investigator: Corinne Garland
Fiscal Agency: Williamsburg Area Child Development Resources, Inc. (Lightfoot, VA)

Funding Period: 1988-91
Phone: (804) 565-0303

TARGET FOR OUTREACH SERVICES: Community-based early intervention programs in the District of Columbia.
OUTREACH SERVICES: The project will focus on three areas: 1) coordination with District agencies to improve the quality of early intervention services; 2) training and technical assistance to community-based programs, leading to replication of the CDR model on its components; and 3) training of selected programs to serve as model demonstration and training sites. A five-step procedural framework governs project activities: awareness and site selection; needs assessment; planning; training; and evaluation. Training will be individually tailored, and may include observation of the model site, training/internships at the model site, and training at the replication site. Where appropriate, group training opportunities will be offered.
DIRECT SERVICE MODEL: The CDR Early Intervention Team Model enhance the skills and coping resources of families with infants and toddlers who are developmentally delayed or handicapped, in order to maximize the child's development. The model has four replicable components: 1) a comprehensive interagency child find system which involves health professionals in early referral and case management, provides community awareness, and develops interagency referral and collaborative service agreements; 2) a system of program development; 3) team process for assessment, IFSP development, and case management; and 4) clinical consultation, integrating specialized health and medical information into individualized programming.

Hampton University Mainstreaming Outreach Services (HUMOS)

Outreach Project--State
Principal Investigator: Marie Shelton
Fiscal Agency: Hampton University (Hampton, VA)

Funding Period: 1988-91
Phone: (804) 727-5533

TARGET FOR OUTREACH SERVICES: Local school districts, Head Start programs, social service and community agencies, day care centers, and pediatricians.
OUTREACH SERVICES: The project will assist schools, community agencies, and other organizations in developing programs to integrate handicapped children, birth to age 8 years, from diverse cultural backgrounds into regular classrooms and community programs. Major components of the project include child find, preparation for and implementation of mainstreaming, individualized parent involvement, and agency working agreements. Training and information services are provided through workshops, conference presentations, onsite and telephone consultations, model tours, college classes, and resource materials. Training can be tailored to meet individual program or agency needs.
DIRECT SERVICE MODEL: The Hampton University Mainstreaming model integrates children, age 23 months to 6 years, who have significant developmental delays into nursery, preschool, and kindergarten classes with nonhandicapped peers. Individualized and culturally appropriate educational objectives are incorporated into daily classroom routines. The mainstreaming resource teacher serves as a model in the classroom and helps facilitate transition. Parents participate according to individual needs and interests. Products include training and awareness materials dealing with mainstreaming, cultural diversity, transition, collaboration, and social interaction assessment.

Kansas Early Childhood Research Institute

Research Institute
Principal Investigators: Mabel Rice & Marion O'Brien
Fiscal Agency: University of Kansas (Lawrence, KS)

Funding Period: 1988-93
Telephone: (913) 864-4801

PURPOSE: To study the impact of transitions from one service setting to another on children, birth to age 8 years, who have or are at risk for handicaps, and their families; to identify the emotional/psychological as well as medical and educational needs and concerns of children, families, and service providers during transition; to determine what factors account for successful transitions; to design and evaluate interventions to ease transitions; and to disseminate materials that will help in planning and implementing transitions.
ACTIVITIES: The Institute comprises 11 projects and an overarching longitudinal study, with a cross-disciplinary emphasis. The projects will examine transitions from hospital to home, between home and various agencies during infancy, and from home and agency to preschool, kindergarten, and elementary school (including transitions between classrooms) from the perspectives of the child, the family , and the service provider. The longitudinal study will create an archival data base and identify variables (from demographics, child, family, and service measures) that predict successful transitions. Children studied show a wide range of disabilities and risk conditions, from language impairment to severe multiple handicaps. Graduate student trainees will participate in multidisciplinary research and intervention activities. Planned products include training manuals, videotapes, and curricula.

Carolina Institute for Research on Infant Personnel Preparation (CIRIPP)

Research Institute
Principal Investigator: Donald Bailey
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)

Funding Period: 1987-92
Telephone: (919) 966-2932

PURPOSE: To examine the personnel implications of the early intervention mandate of P.L. 99-457, with attention to needs assessment, training focus, parent participation, follow-up strategies, and effectiveness evaluation.
ACTIVITIES: The Institute focuses on the issues associated with preparing professionals from many disciplines to work with infants and toddlers with handicaps, and their families. During Year 1, surveys of randomly selected preservice training programs were conducted in eight disciplines: special education, nursing, nutrition, occupational therapy, physical therapy, social work, and psychology. The surveys were designed to determine the status of training in issues relating to infants and families, such as family and infant assessment and intervention, case management, and interdisciplinary team functioning. The results of these surveys and a paper summarizing findings from all the surveys have been prepared for publication. Activities during Year 2 include presentation of a preservice interdisciplinary course on family issues related to the requirements of P.L. 99-457; comparison of follow-up activities of inservice training, in collaboration with the American Occupational Therapy Association (AOTA); examination of the use of case studies in both preservice and inservice training of early intervention personnel; and development and field-testing of an inservice training program on the IFSP.

Early Intervention Research Institute

Research Institute — Funding Period: 1985-90
Principal Investigators: Glendon Casto & Richard Roberts — Telephone: (801) 750-1172
Fiscal Agency: Developmental Center for Handicapped Persons, Utah State University (Logan, UT)

PURPOSE: To examine the costs and immediate and long-term effects of early intervention; to develop and pilot-test a data collection/evaluation system, which can be used on a nationwide basis for collecting information about the nature of the intervention program, characteristics of participating children and families, and costs and effects of the intervention; and to demonstrate the feasibility of field-based research which utilizes randomized designs, impartial data collection, economic evaluation, and verification of treatment implementation.

ACTIVITIES: The Institute is conducting 16 longitudinal studies in which children are provided with alternative types of early intervention programs. In each study, children have been assigned randomly to one of two groups in which the type of intervention varies along dimensions of intensity/duration, age at start, or type of intervention provided. Children with a wide range of handicapping conditions (e.g., medically fragile, visually impaired, severely handicapped) have been included in the studies. Substantial effort has been devoted to identifying or developing appropriate measures of child and family functioning, including videotapes as well as more standard measures.

National Early Childhood Technical Assistance System (NEC*TAS)

Technical Assistance Center — Funding Period: 1987-91
Principal Investigator: Pascal Trohanis — Telephone: (919) 962-2001
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill (Chapel Hill, NC)

PURPOSE: To assist states in developing multidisciplinary, comprehensive, coordinated services for young children with special needs, birth through age 8 years, and their families; and to provide technical assistance to projects in the Handicapped Children's Early Education Program (HCEEP).

ACTIVITIES: NEC*TAS has three goals: 1) to help community agencies and other entities develop their capacity to provide high-quality comprehensive services for children with special needs and their families; 2) to help states develop and implement policies and practices that will improve and expand services; and 3) to facilitate the national exchange of information. Technical assistance is provided through on-site visits, group meetings, resource referral, consultations, telecommunication linkages, print products, and a national conference. NEC*TAS draws on the expertise of multidisciplinary professionals and parents in providing nationwide technical assistance. The NEC*TAS system consists of the coordinating office, located at the University of North Carolina at Chapel Hill; an Advisory Group of nationally recognized professionals; and five collaborators: Georgetown University Child Development Center, the National Association of State Directors of Special Education (NASDSE), the National Center for Clinical Infant Programs (NCCIP), the National Network of Parent Centers, and University of Hawaii Department of Special Education.

Project Interact: Social Skills Intervention to Promote Social Integration of Hearing-Impaired Children

Field-Initiated Research Grant — Funding Period: 1988-91
Principal Investigator: Shirin Antia — Telephone:(602) 621-3214
Fiscal Agency: College of Education, University of Arizona (Tucson, AZ)

PURPOSE: To examine the effectiveness of a social skills intervention program on the positive peer interaction of hearing and hearing-impaired children, age 3 to 6 years, in integrated educational settings.
METHOD: The project will conduct an intervention program to increase positive peer interaction between hearing and hearing-impaired children; to examine generalization of interaction gains to a free play setting; to examine long-term maintenance of peer interaction gains; and to examine the impact of language development on hearing-impaired children. Social interaction during free play sessions will be videotaped, and data on positive and negative linguistic and nonlinguistic peer interaction will be recorded and analyzed. The project will develop a training manual and videotape.

Regular Class Instructional Delivery Options for Social Skills Training of Young Mainstreamed Handicapped Students as a Function of School Effectiveness Indicators

School Practices Grant — Funding Period: 1988-90
Principal Investigator: Larry Schram — Telephone:(619) 588-3053
Fiscal Agency: Cajon Valley Union School District (El Cajon, CA)

PURPOSE: To evaluate the impact of effective school quality indicators on educational outcomes for young handicapped learners; to compare teaching specific social skills (such as assisting others, or sharing) to teaching general social problem-solving strategies (such as problem identification, or generating possible outcomes); and to compare the use of special education teachers to deliver specific/general social skills training in the general classroom, to the use of general education teachers to deliver specialized instruction to handicapped students in their classes.
METHOD: Subjects for the study include 120 children with learning disabilities, kindergarten through grade 3, and approximately 16 special and general education teachers in the El Cajon Valley school district. The project will investigate the effects of integrating the intervention components on schools, teachers, and students, and will provide an empirical test of four different and widely used practices which are the basis of least restrictive environment.

Interactions between Mothers and Their Handicapped Children

Field-Initiated Research Grant — Funding Period: 1985-89
Principal Investigator: Gerald Mahoney — Telephone: (203) 674-1485
Fiscal Agency: UCONN. Health Center (Farmington, CT)

PURPOSE: To study longitudinally the influence of patterns of mother-child interaction on the rate of development of young developmentally delayed children.
METHOD: Data will be collected on 75 mothers and their children at ages 6, 12, 24, and 36 months. Assessment focuses on the child's cognitive, language, and social development; ratings of mother; family's utilization of community resources; and demographic information. Patterns of communication interaction to be observed include communicative interaction based on a turn-taking approach, global behavioral style, and the quality of the interactive match between mothers and children. Mother-child interaction will be videotaped and analyzed according to three classification systems.

Assessment as Intervention: Discerning the Needs of High-Risk Infants and Their Families

Field-Initiated Research Grant — Funding Period: 1986-89
Principal Investigator: Maxine Freund — Telephone: (202) 994-6170
Fiscal Agency: George Washington University (Washington, DC)

PURPOSE: To refine a model of developmental assessment/intervention for high-risk infants.
METHOD: The subjects are 25 biologically at-risk infants and their parents. The project employs an in-depth, qualitative research methodology that includes the following components: a) in-hospital observation of parents visiting their infants; b) administration of the Brazelton Neonatal Assessment Scale at 40-42 weeks of conceptional age; c) preassessment interviews, assessment/intervention sessions, and postassessment interviews at age 3, 6, 9, and 12 months; and d) evaluation interviews at the end of the series of interventions. The model is designed to provide appropriate, parent-sensitive developmental services for at-risk infants. A manual describing the model will be developed to aid in replication.

Effectiveness of a Continuity of Intervention Model for Chronically Ill Infants

Field-Initiated Research Grant
Principal Investigator: Kathy Katz
Fiscal Agency: Georgetown University (Washington, DC)

Funding Period: 1987-90
Telephone: (202) 687-8784

PURPOSE: To evaluate the effectiveness of a model intervention program that provides close collaboration of medical, educational, and related services personnel to improve the psychological outcome of chronically ill infants, and offers continuity in educational intervention.
METHOD: The intervention model provides an educational intervention program that is integrated with the infant's medical management program. The intervention team assists the child and family during the transition to home care through home- and center-based components and during any subsequent hospitalization the infant may require. These features are expected to reduce the length of stay in the intensive care nursery; improve parental skills for coping with stress; enhance parent-child interaction; promote the parent as the primary caregiver; reduce hospitalization; promote healthy family interactions; and enhance the cognitive, psychomotor, and psychosocial development of chronically ill infants.

Antecedents of Language Competence and Social-Emotional Adjustments of Young Deaf Children

Field-Initiated Research Grant
Principal Investigator: Amy Lederburg
Fiscal Agency: Georgia State University (Atlanta, GA)

Funding Period: 1987-90
Telephone: (405) 651-2582

PURPOSE: To investigate the hypothesis that the communication problems which exist between young deaf children and their hearing mothers cause problems in mother-child relationships which, in turn, affect the development of the child's language and social abilities.
METHOD: The project will study 41 hearing-impaired children and 50 matched hearing children, who will be followed longitudinally from age 18 months to 4 years. The relationships of mothers of hearing-impaired children will be compared to those of mothers of hearing children. Interactions will be videotaped and analyzed. Individual differences in the mother-child relationship will be related to the ability of the mother and child to communicate with each other. Social and communicative characteristics of the mother-child relationship will be related to the child's subsequent language and social development. Information gained from the study is expected to be useful in designing objectives for new parent-infant intervention programs.

Evaluation of the Impact Upon Families and Handicapped Infants of a Program of Incentives to Encourage Utilization of Early Intervention Services by Inner City Minority

Field-Initiated Research Grant — Funding Period: 1988-91
Principal Investigator: Richard Brinker — Telephone: (312) 413-1563
Fiscal Agency: University of Illinois (Chicago, IL)

PURPOSE: To evaluate the extent to which a system of incentives which provides concrete support to low-income families with handicapped infants can increase family participation in early intervention services, by identifying individual stresses and needs of families which create barriers to their utilization of services.
METHOD: The experimental condition, which derives from a strategic family therapy model, will offer incentives to parents. This will be compared against a control condition where incentives are not involved. Measures provided by mothers and infants will be administered, and analysis of covariance will be conducted.

Validation of a Classroom Survival Skills Intervention Package: Measuring Short- and Long-Term Effects on Young Children with Handicaps

School Practices Grant — Funding Period: 1988-91
Principal Investigator: Judith Carta — Telephone: (913) 321-3143
Fiscal Agency: University of Kansas (Kansas City, KS)

PURPOSE: To validate the short- and long-term effectiveness of an intervention package designed to improve school survival skills for children in transition from special preschool to public school settings.
METHOD: The intervention package targets three skill areas that are considered critical for successful functioning in general education classrooms: ability to participate in group activities, ability to make the transition between activities, and ability to work independently on assigned tasks. Subjects include two randomly selected cohorts (72 children each) covering a range of handicapping conditions, mild to moderate. Cohort 1 follows preschool children from age 4 years; Cohort 2 follows kindergarten children from age 5 years. The project will conduct seven studies using complementary designs: a) multiple baseline single-subject designs to explore the combined effects of the intervention package; b) experimental control group design to examine the generalization and maintenance of survival skills in subsequent years and placements; and c) process-product design to examine the relationships between strength and quality of intervention, changes in classroom ecology, teacher behavior, student behavior, and student outcome measures.

A Longitudinal Study of Social Interaction in Young Handicapped Children

Field-Initiated Research Grant — Funding Period: 1988-91
Principal Investigators: Joan Lieber & Paula Beckman — Telephone: (301) 454-2118
Fiscal Agency: University of Maryland (College Park, MD)

PURPOSE: To conduct a longitudinal study of the social development of young children with handicaps across multiple social contexts; and to develop an instrument that can be used to assess the social development of young children with handicaps within a number of different social environments.
METHOD: Sixty mildly to moderately handicapped children in two cohorts will be observed at four data points, with three different partners at each data point, to determine the influence of context on social skill development. Videotaped observations will be described, coded, and analyzed using both multivariate analyses of variance and cross-lagged correlations to determine the nature of the interactions between children with handicaps and their partners, the social messages communicated, changes in social behaviors over time, and other aspects of inter-personal relationships. The project will develop and validate a social skills assessment measure, to be accompanied by a teacher's manual.

Research in Education of the Handicapped

Field-Initiated Research Grant — Funding Period: 1987-89
Principal Investigator: Joy Frechtling — Telephone: (301) 279-3595
Fiscal Agency: Montgomery County Public Schools (Rockville, MD)

PURPOSE: To determine the relative effectiveness of preschool special education for children with different handicapping conditions, and the outcomes in early elementary school for children who have received special education as preschoolers.
METHOD: The project is an outgrowth of a series of studies conducted by the Montgomery County Public Schools to examine the efficacy of providing educational services to handicapped preschoolers. The current study will add to and use an existing data base of over 750 children with documented handicapping conditions varying in severity who have been pre- and post-tested at least once with a developmental inventory. The data base includes longitudinal data, data on a variety of handicapping conditions, information about the background and family characteristics of the children, and information about the type and quantity of special education services the children received. Data analysis will involve application of hierarchical linear models to the assessment of change in longitudinal data.

Project FULFILL (Framework for Uniting Learners by Facilitating Instruction in Language and Literacy)

School Practices Grant — Funding Period: 1988-91
Principal Investigator: Judith Zorfass — Telephone: (617) 969-7100
Fiscal Agency: Education Development Center (Newton, MA)

PURPOSE: To develop, test, and disseminate an instructional approach to building and improving the language/literacy skills, self esteem, and social integration of students with handicaps in primary grade classes, to help these students maintain their placement in the general education classroom.
METHOD: Subjects for the study include approximately 450 children in grades 1-3 across three schools, and 18 general education teachers. The project will investigate changes over time using a cohort-sequential design to examine teachers' acceptance and use of the instructional intervention strategies, students' perceptions, and the efficacy of the instructional intervention strategies. Students' language/literacy skills and processes, self esteem, and social integration will be measured repeatedly across time. FULFILL provides an instructional approach for students with language disorders in the general education classroom, which helps teachers assess students' strengths and weaknesses in language/literacy functioning.

Early Identification of Young Handicapped Children: A National, Bilingual Standardization Study of the Early Screening Inventory

Field-Initiated Research Grant — Funding Period: 1986-89
Principal Investigator: Samuel Meisels — Telephone: (313) 764-2443
Fiscal Agency: Center for Human Growth and Development, University of Michigan (Ann Arbor, MI)

PURPOSE: To standardize the Early Screening Inventory (ESI) on a large, nationally representative, English-speaking sample; to obtain normative data, as well as reliability and validity information, on the use of ESI with English- and Spanish-speaking children age 3 to 4 years; and to standardize the Spanish version of the ESI.
METHOD: The Early Screening Inventory (ESI) is a developmental screening instrument individually administered to children, age 4 to 6 years, to identify those who may need special education services in order to perform adequately in school. English-language standardization of the ESI will include 1440 children selected from four regions of the continental United States (Northeast, North Central, South, and West). The sample will be stratified by age, sex, race, head of household's education level, and urban or rural residence. Spanish-language standardization will include 720 children selected evenly from three Hispanic-American groups: Puerto Rican, Mexican, and Cuban. The sample will be stratified by age, sex, and education level of head of household.

(Non)Verbal Behavior of Young Stutterers and Their Mothers

Field-Initiated Research Grant — Funding Period: 1988-89
Principal Investigator: Edward Conture — Telephone: (315) 443-9648
Fiscal Agency: Division of Special Education and Rehabilitation, Syracuse University (Syracuse, NY)

PURPOSE: To obtain objective information regarding the verbal and nonverbal behaviors of mothers and their young children, age 2 to 7 years, who stutter, during incidences of stuttering.
METHOD: Structured conversations between children who stutter and their mothers will be videotaped and analyzed to determine the number and nature of verbal and nonverbal behaviors of mother and child. These findings will be compared with similar observations of a control group of normally fluent children and their mothers. The project expects to develop presentations, articles, and a 20-minute training film depicting the results and examples of typical mother-child nonverbal behavior during stuttering.

Carolina Policy Studies Program

Policy Research Institute — Funding Period: 1987-92
Principal Investigator: James Gallagher — Telephone: (919) 962-7374
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)

PURPOSE: To examine the process of policy development and implementation of P.L. 99-457 through descriptive and explanatory research studies; and to document successful implementation of specific areas of the legislation.
METHOD: The institute will use a multi-method approach to study the progress of implementation in individual states and factors within particular states that inhibit or enhance that effort. Activities will include studies of state development of coordinated data systems; definition and eligibility requirements adopted by states; ethical issues; staffing patterns and attrition in infant/toddler programs; interagency coordination; state policies for carrying out the Individualized Family Service Plan requirement; sources of financial support and mechanisms for fiscal utilization; and coordination between private health services and the public human services system. During Year 2, the institute is conducting case studies on implementation in states, and is sponsoring a series of working conferences on definition, finance, and personnel. States are charted on a developmental implementation scale with multiple elements, so as to provide a current portrait and a baseline for measuring future growth. The institute will train graduate students from a variety of disciplines in the research techniques of policy analysis and will provide opportunities for these students to participate in and conduct research.

Comparison of Same-Age and Mixed-Age Groupings in a Mainstreamed Preschool

Field-Initiated Research Grant — Funding Period: 1987-90
Principal Investigator: Donald Bailey — Telephone: (919) 966-4250
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)

PURPOSE: To examine the age of peers as a factor influencing handicapped children's cognitive, social, and linguistic development in a mainstreamed preschool environment.
METHOD: The project will conduct a systematic, controlled, longitudinal investigation of the relative effects of same-age and mixed-age groupings on the development and behavior of both handicapped and nonhandicapped children in a mainstreamed day care center. Forty-eight children (16 handicapped and 32 nonhandicapped), age 15 to 50 months, will be assigned randomly to either same-age or mixed-age groups during their stay at the center. All children will receive the same curriculum and services. Developmental status, social behavior, and communicative behavior will be documented at 6-month intervals throughout the three years of the study. Follow-up assessments of children in kindergarten and first grade be will conducted to determine the long-term developmental and behavioral effects. As children move into kindergarten at age 4 years, new groups of one-year-olds will enter the subject pool making a total of 72 subjects at the end of three years.

Early Language Training for Young Children with Down Syndrome

Field-Initiated Research Grant — Funding Period: 1986-89
Principal Investigator: Cheryl Messick — Telephone: (216) 633-2055
Fiscal Agency: Family Child Learning Center (Tallmadge, OH)

PURPOSE: To evaluate an early language training program for children with Down Syndrome that integrates information on the children's phonetic repertoires and language learning styles with established procedures for encouraging spontaneous communication.
METHOD: Forty-eight Down Syndrome children, age 24 to 42 months, will participate in training and follow-up in one of four conditions based upon their learning style: referential/match, social-expressive/match, referential/mismatch, and social/expressive mismatch. Measurements will be obtained at 6-month intervals regarding spontaneous communicative behavior and language learning style. Among anticipated products of the project is a summer training workshop.

Preteaching Strategy Research Proposal

School Practices Grant — Funding Period: 1988-91
Principal Investigator: Thomas Stephens — Telephone: (614) 447-0844
Fiscal Agency: Ohio State University Research Foundation (Columbus, OH)

PURPOSE: To test the effects of a set of preteaching strategies on the achievement of young mildly handicapped and at-risk students in the general education classroom.
METHOD: Approximately 300 mildly handicapped and 400 at-risk students, kindergarten through grade 3, at four public schools will participate in a cross-sequential study. The intervention consists of a) teacher planning in identifying critical lesson concepts and procedures; b) development of questioning strategies and illustrations to assess students' prior knowledge; c) integration of student understanding of critical concepts within the context of the lesson; and d) assessment of student understanding of key concepts and procedures prior to lesson implementation. The efficacy of the intervention will be measured in terms of student achievement on standardized measures, curriculum-based assessment, and social integration. Time allocation measures will examine the effects of the intervention on time allocated to regular class instruction, as compared to additional support services. A four (schools) by three (grade levels) repeated measured functional design will be used to analyze the effects of the preteaching strategy on student achievement across handicapping conditions and grade levels. The goal is to provide instructional strategies that can be adapted across grade levels and content areas.

Effective Intervention Procedures for Teaching Social Skills to Handicapped Preschoolers: Individual and Comparative Analysis

Early Childhood Project — Funding Period: 1987-91
Principal Investigator: Phil Strain — Telephone: (412) 624-2012
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)

PURPOSE: To refine and compare the effects of specific social skill interventions on young children with handicaps.
METHOD: Subjects of the study will be children age 3 to 5 years who are autistic, mildly to severely retarded, or multihandicapped. Interventions selected for study include manipulating and selecting toys, materials, and instructional antecedents; training peer intervention agents; and arranging group-oriented contingencies. The combined and separate effects of refined interventions will be assessed by comparative outcome studies focusing on effectiveness, efficiency, cost and generality across subjects and settings, and social validity. During year two four studies will be conducted: a) an examination of social interaction features to determine the most powerful features for future studies; b) examination of the effects of sociodramatic role-training and peer-initiation intervention on generalization among handicapped children and their peer trainers; c) an investigation of developing peer-supportive environments; and d) an investigation of developing a hierarchy of supportive peer responses. Validation and dissemination activities also will be conducted.

Peer-Mediated Approaches for Instructing and Maintaining Students with Handicaps in General Education Classrooms

School Practices Grant — Funding Period: 1988-91
Principal Investigator: Phil Strain — Telephone: (412) 624-2012
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)

PURPOSE: To validate a set of peer-mediated interventions to improve the academic, social, and school survival skills of handicapped students in general education classrooms, kindergarten through grade 3.
METHOD: Approximately 100 students will be randomly selected from the 375 mainstreamed children with handicaps in the Pittsburgh public schools. This sample will be stratified to obtain 50 children each in kindergarten and grade 1. Half of the children at each grade level will receive peer-mediated treatment in addition to their designated services. Repeated assessments of handicapped children and their peer agents will be made, including observations of academic, social, and school survival skills; observations of teachers' instructional interactions with children; observations of peer agents' implementation of interventions; weekly pre/post test scores on academic content areas; IEP progress reports; frequency of disciplinary actions; current level of mainstreaming; and teacher, parent, and child satisfaction measures.

Early Education Research

Early Childhood Project — Funding Period: 1987-91
Principal Investigator: Ann Kaiser — Telephone: (615) 352-7479
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)

PURPOSE: To investigate the effects of three program components on language use by young children with mild to severe handicapping conditions.
METHOD: The project will address three objectives: a) a comparison of three methods (didactic, interactive, and milieu teaching) to determine empirically the most effective methods for teaching language skills in small groups, in across-the-day language facilitation, and in parent-implemented teaching programs; b) a comparison of the effects of individualized small group teaching, across-the-day language facilitation, and parent-based training when applied singly and in combinations; and c) a comparison of the immediate and longitudinal effects of two optimal treatment packages and one current practices (control group) package. Year 2 studies will compare the relative effectiveness of milieu and responsive-interactive teaching when implemented across-the-day in six preschool classrooms; and the effects of two intervention models when implemented by parents enrolled in a parent training program. Subjects include 64 children, age 2 to 6 years; 6 teachers, and 16 parents.

Social Interaction Training Programs for Young Children with Handicaps: Analysis of Program Features

Early Childhood Project — Funding Period: 1987-91
Principal Investigator: Samuel Odom — Telephone: (615) 322-2249
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)

PURPOSE: To design and test early childhood program features that promote social interaction development and skills for young children with handicaps.
METHOD: Investigators at two institutions will describe existing practices in the field; develop new instruments and procedures for a performance-based assessment of social competence; design three socially valid program features for promoting development of social interaction skills; determine the effects of implementing different combinations of program features with different types of children; analyze the costs of intervention; and examine the effects of the next environment on maintenance and generalization of gains made by children. During year 2 the project will conduct three single-subject design studies to compare the most powerful combination of treatment components of environmental arrangement, peer-group, and child-specific interventions. The project also will conduct an evaluation of the inservice education model for implementing Social Interaction Program Features with a group of 24 preschool special education teachers.

Communicative Interactions of Mildly Delayed and Nonhandicapped Preschool Children in Mainstreamed Settings

Field-Initiated Research Grant — Funding Period: 1987-89
Principal Investigator: Michael Guralnick — Telephone: (206) 543-2832
Fiscal Agency: Child Development and Mental Retardation Center, University of Washington (Seattle, WA)

PURPOSE: To investigate communication interactions that occur between preschool children (disabled and nondisabled).
METHOD: Interactions will be investigated during play groups which the children attend. The project will collect information on the ability of mildly delayed and nonhandicapped children to adapt to communication interactions. Implications for classroom structures will be considered.

Hypertext CAI: Maintaining Handicapped Students in a Regular Classroom Reading Program

School Practices Grant — Funding Period: 1988-91
Principal Investigator: Thomas Lovitt — Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)

PURPOSE: To develop and test microcomputer software to improve reading skills among handicapped students in the general education classroom, kindergarten through grade 3.
METHOD: The project is designed to investigate the effect of integrating computer-assisted reading instruction with the primary basal reading text on the acquisition of reading skills among handicapped students in the general education classroom. Approximately 350 students will use software that will provide Hypertext reading selections designed as supplementary material for a basal reader series. The effects of Hypertext will be investigated with increasing levels of sophistication for grade level materials K-5 over three years. The goal of the computer-based reading intervention is to provide students with a reading environment that offers additional information about words and concepts, along with strategies for decoding unfamiliar words and for improving comprehension, within their own familiar basal reading text, rather than in lessons isolated from the text.

A Longitudinal Follow-Up of Graduates from Two Preschool Instructional Models

Field-Initiated Research Grant — Funding Period: 1988-93
Principal Investigator: Joseph Jenkins — Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)

PURPOSE: To determine whether the initial differential effects of two preschool instructional models are maintained beyond preschool; whether these differences tend to increase or decrease; and which developmental areas are differentially affected.
METHOD: The project is a 5-year prospective follow-up study of mildly to moderately handicapped elementary school children who participated in a 4-year efficacy-of-intervention study comparing two preschool instruction models: a) an academically based direct instruction model, and b) a cognitively based mediated learning model. Subjects will be administered standardized achievement tests and scales. Scores on these measures will be analyzed using repeated measures analysis of variance, multiple regression analysis, and chi square analysis. The study will contribute to the knowledge base regarding program effectiveness over time; interaction of program model with child characteristics; specific transition points in the long-range educational progress of students with handicaps; number of years of preschool that are necessary; and special vs. regular education placement.

Early Childhood Education of the Handicapped Fifth Year Program

Preparation of Special Educators Grant
Principal Investigator: Mary McLean
Fiscal Agency: Auburn University (Auburn, AL)

Funding Period: 1988-91
Telephone: (205) 844-5943

TARGET OF TRAINING: Professionals from fields such as psychology, family and child development, nursing, and social work who wish to teach or currently teach in private schools, but lack teacher certification at the undergraduate level.
TRAINING PROGRAM: The Fifth Year Program provides an option for students who have not completed an undergraduate teacher education program to enroll in graduate level training leading to a Master of Education degree and teacher certification. Students will complete education courses to fulfill initial certification requirements; specific coursework focusing on the birth-to-3 and 3-to-5 populations, including assessment, infant intervention, curricula and methods in early childhood education of the handicapped, and research methods; and a practicum. The program is designed to help meet the state's need for personnel trained and certified in early childhood education for the handicapped (birth to age 5 years).

Master's Level Training Program for Alabama Public School Speech-Language Pathologists

Preparation of Special Educators Grant
Principal Investigator: Eugene B. Cooper
Fiscal Agency: University of Alabama (Tuscaloosa, AL)

Funding Period: 1987-91
Telephone: (205) 348-7131

TARGET OF TRAINING: Speech-language pathologists employed in the public schools.
TRAINING PROGRAM: Master's level training will be provided through academic and practicum experiences that are scheduled throughout the school year and during summer months so that they do not interfere with the students' employment. The curriculum emphasizes early childhood issues and includes courses in articulation, speech and hearing, diagnostics, language intervention, aphasia, voice disorders, and fluency, as well as a seminar on language development and issues. Coursework can be completed in four summer sessions. Students completing the program will be eligible for the Alabama Department of Education's Class A Certificate. The program will enhance academic and practicum offerings pertaining to communicatively handicapped infants and toddlers.

Doctoral and Post Doctoral Leadership Training in Clinical Research: Child Language Research

Preparation of Leadership Personnel Grant
Principal Investigator: Linda Swisher
Fiscal Agency: University of Arizona (Tucson, AZ)

Funding Period: 1986-89
Telephone: (602) 621-1644

TARGET OF TRAINING: Speech-language pathologists, linguists, psychologists, and neurological scientists.
TRAINING PROGRAM: The program will provide training 1) broaden the knowledge base concerning bilingual and second-language learning and apply this knowledge to language acquisition by bilingual, language-handicapped preschool children; and 2) to broaden the knowledge base concerning monolingual language learning and apply this knowledge to language acquisition by monolingual, language-handicapped preschool children. Teaching skills of trainees will be developed and enhanced through preceptorships and guided preparation for presentations at seminars, colloquia, and conferences. Trainees will participate in collaborative and independent clinical research, seminar discussions, and selected summer externships. Committee work and selected tasks, such as directed grant proposal development, will help students hone their administrative skills.

Infant Development Specialist Training Program

Infant Personnel Preparation Grant
Principal Investigator: Marci Hanson
Fiscal Agency: San Francisco State University (San Francisco, CA)

Funding Period: 1986-89
Telephone: (415) 338-1630

TARGET OF TRAINING: Professionals from a variety of professional disciplines, including special educators, physical and occupational therapists, early childhood education teachers, social workers, communication specialists, nurses, and other allied health care workers.
TRAINING PROGRAM: The project establishes a certification program in Early Childhood Special Education, with endorsement in Infant Intervention. Students are trained as Infant Development Specialists to work with infants, birth to age 3 years, who are disabled or are at risk for developmental delay. The training model is interdisciplinary and competency-based, and combines academic study, field experiences, and an internship. Areas of competency include typical and atypical infant development, assessment and evaluation of infants, intervention planning and implementation, and family involvement and education. The training program prepares graduates to work in various early childhood service delivery settings, including hospitals, public schools, private schools and centers, follow-up centers, and the home.

An Inservice Approach to Pre-Service Education for Infant Development Specialists

Infant Personnel Preparation Grant — Funding Period: 1987-90
Principal Investigator: Diane Klein — Telephone: (213) 343-4400
Fiscal Agency: California State University (Los Angeles, CA)

TARGET OF TRAINING: Selected groups of agencies providing infant intervention services in the Los Angeles area.
TRAINING PROGRAM: The project offers a field-based training program consisting of a careful needs assessment conducted with staff of participating agencies; planning of field-based early childhood special education coursework to meet identified training needs; and evaluation of training effectiveness. Training is carried out by a Faculty-Trainer team who represent expertise in several areas of early intervention, such as communication skills, cognitive skills, social-emotional development, motor development, family and multicultural issues, nutrition, and low-incidence handicaps. Participants receive 80 hours of training, including lecture-demonstration and practicum, leading to a master's degree. Where appropriate, training is conducted within the participating agency's own setting. Both ongoing process and final outcome of the training will be evaluated. The model exemplifies the California Department of Education's emphasis on field-based teacher training, and can be incorporated as a permanent part of the Early Childhood Special Education program at California State University.

Preparing Preservice Orientation and Mobility Specialists and Teachers of the Visually Impaired to Serve V/I and Multihandicapped Infants and Families

Infant Personnel Preparation Grant — Funding Period: 1986-89
Principal Investigator: Rona Pogruno — Telephone: (213) 343-4411
Fiscal Agency: California State University (Los Angeles, CA)

TARGET OF TRAINING: Orientation and mobility specialists and teachers of the visually impaired, who will be serving visually impaired and multihandicapped newborns, infants, and preschoolers and their families.
TRAINING PROGRAM: The project is designed to address the shortage of qualified personnel to serve the increasing numbers of visually impaired and multihandicapped infants and their families. Participants attend an intensive, three-week summer training institute that combines expert speakers with participatory activities, observations, and "hands-on" experiences with visually impaired infants and their parents. Normal infant development is contrasted with the impact of visual impairment in all developmental areas. Training addresses assessment strategies, curriculum, and programming, and emphasizes family and cultural issues and working within a transdisciplinary model. The project is a joint effort between California State University and the Foundation for the Junior Blind.

Early Childhood Special Education Personnel Preparation

Preparation of Special Educators Grant
Principal Investigator: Allen M. Huang
Fiscal Agency: University of Northern Colorado (Greeley, CO)

Funding Period: 1988-91
Telephone: (303) 351-1664

TARGET OF TRAINING: Masters level students with early childhood education or human development backgrounds, particularly minority students and those from rural communities.
TRAINING PROGRAM: The program philosophy is based on total integration, collaboration/cooperation, and family focus. Training leads to a Master of Arts in Special Education, with an emphasis in Early Childhood Special Education. Coursework emphasizes child growth and development, early childhood special education issues, service delivery systems in early childhood special education, identification and assessment, instructional strategies and materials, family support and involvement, communication, and consultation and team functioning. The project also will organize a week-long Summer Symposium on Early Childhood Special Education in Colorado, to provide individuals working with handicapped preschool children an opportunity to enhance and upgrade their knowledge and skills.

Family Focused Training for Early Childhood Special Educators

Preparation of Special Educators Grant
Principal Investigator: Susan Sandall
Fiscal Agency: University of Colorado (Denver, CO)

Funding Period: 1988-91
Telephone: (303) 556-2717

TARGET OF TRAINING: Graduate students with backgrounds in early childhood special education or psychology.
TRAINING PROGRAM: The project will offer a family-focused, interdisciplinary training program to prepare teachers to work with young handicapped children, birth through age 5 years, and their families. The program offers a competency-based, 46-credit-hour master's degree program with a focus on families. The curriculum includes three courses which provide in-depth study of families, and field-based experiences at six community-based, family-focused practicum sites. Full-time enrollment is required, and students will be expected to complete master's degree and certification requirements in three semesters. Student progress toward fulfilling performance competencies will be monitored. As a result of the training program, students will function as family specialists serving young handicapped children and their families in a variety of settings, including homes, centers, clinics, hospitals, child care programs, and public schools.

Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Handicapped Children

Infant Personnel Preparation Grant
Principal Investigator: Anne Widerstrom
Fiscal Agency: University of Colorado (Denver, CO)

Funding Period: 1986-89
Telephone: (303) 556-2717

TARGET OF TRAINING: Students enrolled in programs leading to certification in early childhood special education and school psychology; and graduate students from related fields, such as nursing, social work, counseling, and occupation or physical therapy.
TRAINING PROGRAM: The infant specialization consists of four specialized courses and two practica, offered as part of the current graduate programs in Early Childhood Special Education and School Psychology at the University of Colorado at Denver. Course content relates to both medical and educational aspects of infant intervention, including developmental disabilities of children from birth to age 3 years, assessment and intervention techniques, and working with families. The focus of training is interdisciplinary, and rests on collaboration among the faculty of the University of Colorado at Denver, the University of Colorado School of Nursing, the Rocky Mountain Child Development Center, the School of Medicine, and the University Hospital.

Rural Outreach for Early Childhood Special Educators

Preparation of Special Educators Grant
Principal Investigator: Anne Widerstrom
Fiscal Agency: University of Colorado (Denver, CO)

Funding Period: 1987-90
Telephone: (303) 556-2645

TARGET OF TRAINING: Teachers and therapists with undergraduate backgrounds in education, psychology, child development, and related fields, who are working with handicapped children, birth to age 5 years, who live in rural and remote areas of the state.
TRAINING PROGRAM: The project will expand the current master's degree and certification programs at the University of Colorado to include a comprehensive, statewide rural training component. This project represents the second phase of a rural outreach program to certify teachers of preschool handicapped children in remote areas of Colorado. During the first phase, groundwork was laid in improving professional attitudes and aspirations and in providing certified early childhood special education teachers to work in rural areas. The current project will build on this groundwork with the goals of recruiting teachers and therapists in rural areas into the masters degree program and increasing professionalism among early childhood special educators throughout the state. Training is interdisciplinary, covering areas such as occupational therapy, physical therapy, speech/language pathology, psychology, and early childhood special education. Practicum experiences are offered in infant and preschool settings in rural and urban communities.

Early Childhood Special Education Program

Preparation of Special Educators Grant — Funding Period: 1988-91
Principal Investigator: Lois Davis — Telephone: (203) 232-4571
Fiscal Agency: Saint Joseph College (West Hartford, CT)

TARGET OF TRAINING: Graduate students from various fields, including early education, special education, occupational therapy, and nursing.
TRAINING PROGRAM: The project will provide a preservice master's level training program which prepares students through part-time study to work with young handicapped children, birth to 5 years. A 30 credit-hour, interrelated program of courses is offered through the master's program in Early Childhood Special Education in two sequences: Infant/Toddler (birth through age 2 years), and Preschool (age 3 to 5 years). Both sequences address growth and development, language development, parenting, programming, and learning. The sequences diverge and become specific to age range in the area of assessment and in practicum experiences. The Infant/Toddler sequence also includes training in interfacing with other professionals. Graduates of both programs will be prepared to work in a variety of home- and center-based settings, to facilitate parent-child interactions, and to work collaboratively with other professionals and agencies.

Personnel Preparation Institute for Infant Specialists

Infant Personnel Preparation Grant — Funding Period: 1987-90
Principal Investigator: Mary Beth Bruder — Telephone: (203) 674-1485
Fiscal Agency: UCONN. Health Center (Farmington, CT)

TARGET OF TRAINING: Students enrolled in master's degree training programs in early education, counseling, nursing, occupational or physical therapy, social work, and special education; and staff from existing infant programs in Connecticut who seek certification as infant specialists.
TRAINING PROGRAM: Training is offered through the Pediatric Research and Training Center at the University of Connecticut Health Center. The six-week summer institute consists of coursework, practicum, and research seminars. Major content areas include family systems and issues; medical, physical, and educational management of at-risk and handicapped infants; and interdisciplinary teamwork for infant intervention. Practicum placements include the neonatal intensive care unit and follow-up clinic at the University of Connecticut Health Center, two neonatal intensive care units at local hospitals, and two infant intervention projects funded by the Handicapped Children's Early Education Program (HCEEP). The program offers follow-up training activities and on-site technical assistance to participants during the academic year following their participation in the institute.

Interdisciplinary Infant Specialty Training Program for Special Education and Related Services Personnel

Infant Personnel Preparation Grant
Principal Investigator: Kathy Katz
Fiscal Agency: Georgetown University (Washington, DC)

Funding Period: 1986-89
Telephone: (202) 687-8784

TARGET OF TRAINING: Students from professional degree programs in special education, occupational and physical therapy, psychology, speech pathology, and nursing.
TRAINING PROGRAM: The interdisciplinary preservice training program is designed to develop a knowledge base and clinical skills appropriate for working with handicapped or at-risk infants, birth to age 3 years, and their families. Eight trainees are selected each year for a six-month to one-year clinical affiliation with interdisciplinary supervision. Trainees receive didactic training and clinical experience, which includes direct work with the at-risk infant and family in the neonatal intensive care unit, in transition to home management, in follow-up developmental evaluation, in interface with community support services, and in various community infant special education models. The program utilizes many of the resources of the Georgetown Hospital Child Development Center, which has a service-based interdisciplinary infant team already in operation.

Preparation of Entry Level Personnel to Provide Related Services to Newborn and Infant Children with Handicaps

Infant Personnel Preparation Grant
Principal Investigators: Sharon Willig & Toby Long
Fiscal Agency: Georgetown University (Washington, DC)

Funding Period: 1988-91
Telephone: (202) 687-8635

TARGET OF TRAINING: Speech language pathologists at the master's level, and occupational therapists and physical therapists at the bachelor's level.
TRAINING PROGRAM: Training will focus on developing knowledge and competencies in the provision of services to medically fragile and at-risk infants and young children, birth to age 3, and their families. Students will attend the training program half-time, and will be employed by community agencies or Georgetown University Hospital half-time. Trainees will receive a variety of didactic, clinical, and community experiences which include direct work with infants and caregivers in the neonatal and pediatric intensive care units, assistance in transitioning from hospital to home care, parent training and support, follow-up assessments, accessing community resources, and developing effective interagency collaboration with service providers. Supervision will be provided by a professional in the trainee's primary discipline. Trainees will serve as members of interdisciplinary evaluation and treatment teams.

Preparation of Speech-Language Pathologists with Specialization in Infants and Preschool Populations

Preparation of Special Educators Grant — Funding Period: 1988-91
Principal Investigator: Kay T. Payne — Telephone: (202) 636-7690
Fiscal Agency: Howard University (Washington, DC)

TARGET OF TRAINING: Speech-language pathologists at the graduate level.
TRAINING PROGRAM: The project offers a two-year comprehensive, interdisciplinary program, leading to a Masters of Science in Speech-Language Pathology, designed to prepare students to provide diagnostic management and preventive services to infants and preschool children and their parents. The regular curriculum stresses the needs of handicapped individuals in culturally and linguistically diverse populations. In addition, all students will enroll in Early Language Development and Disorders, which addresses development, disorders, assessment, and intervention; and two interdisciplinary courses from the areas of Early Childhood Education and Social Work: Infant and Toddler--Dimensions in Early Learning, which examines research studies and curricular activities for regular infant and toddler programs; and Child Therapy, which introduces issues surrounding child development, parenting and parent-child relationships, and assessment and therapy for children and parents. Students will be required to fulfill 100 clinical hours above the ASHA required totals for language disorders and diagnostics, and will complete an intensive summer semester in a selected externship site. Graduates of the program will be able to function in hospital, school, and clinic settings.

Preparation Program for Parent-Infant Specialists

Infant Personnel Preparation Grant — Funding Period: 1987-90
Principal Investigator: Barbara Bodner-Johnson — Telephone: (202) 651-5530
Fiscal Agency: Gallaudet University (Washington, DC)

TARGET OF TRAINING: Full-time graduate students pursuing a master's degree or education specialist certification.
TRAINING PROGRAM: The program prepares education specialists to work with handicapped infants and their caregivers, focusing in particular on the needs of hearing-impaired and multihandicapped infants. Project trainees are prepared to fill the roles of infant teacher, parent educator and consultant, parent/infant advocate, program developer and manager, and transdisciplinary team member with home- or center-based parent/infant programs in public school, hospital, clinic, and residential school settings. The two-year program consists of 18 specialized courses and four field-based experiences in settings emphasizing transdisciplinary teams. Areas of competency include infant development and assessment; language and communication development; family involvement; management of physical, intellectual, and visual disabilities in multihandicapped infants; and program and curriculum development and administration. The project offers several degree and certification options for parent/infant specialists: a) a master's degree in education, b) dual state certification in both education of the hearing-impaired and early childhood education of the handicapped, and c) Council on Education of the Deaf certification in infant and preprimary.

The Transdisciplinary Approach to Clinical Infant Training (TACIT)

Preparation of Special Educators Grant — Funding Period: 1988-91
Principal Investigator: Maxine Freund — Telephone: (202) 994-6170
Fiscal Agency: George Washington University (Washington, DC)

TARGET OF TRAINING: Graduate students with backgrounds in education or related services, such as physical therapy, speech therapy, nursing, and psychology.
TRAINING PROGRAM: The project prepares students at the master's level in the areas of infant special education and early intervention to fill a number of roles, including classroom interventionist, transdisciplinary team member, infant developmentalist, infant assessment specialist, infant program coordinator, and parent/community liaison. The 39-credit hour program includes coursework in infant development and assessment, atypicality in infancy, developmental and behavioral concerns, public policy, transdisciplinary team functioning, the developmental stages of parenting, and issues in infant intervention. The program also includes a year-long, issue-focused Transdisciplinary Seminar which addresses the intake process, social and family assessment, curricular concerns, writing and interpreting the IFSP and IEP, behaviorally focused interventions, environmental modifications and adaptations for the range of handicaps, and functional vs. developmental concerns. Clinical components include a practicum and internship, as well as specially focused clinical sessions in the areas of infant assessment, observation, and home visiting.

Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Handicapped Children

Infant Personnel Preparation Grant — Funding Period: 1986-89
Principal Investigator: Jennifer Olson — Telephone: (208) 885-6907
Fiscal Agency: University of Idaho (Moscow, ID)

TARGET OF TRAINING: Masters-level graduate students in education and other disciplines.
TRAINING PROGRAM: The project provides training related to the needs of at-risk infants, birth to age 3 years. The training program emphasizes infant assessment and programming, family-focused programming, and interdisciplinary cooperation, with attention to serving infants in a rural setting. Instruction is provided through the University of Idaho and includes coursework and practicum experiences in identified competencies. The project is designed to meet the need for trained infant specialists in Idaho and to ensure that professional personnel in the state have access to current research and training procedures in infant development and family-focused programming.

Preservice Training of Communication Disorders Specialists and Audiologists for Idaho Preschools

Preparation Special Educators Grant
Principal Investigator: Thomas Longhurst
Fiscal Agency: Idaho State University (Pocatello, ID)

Funding Period: 1987-90
Telephone: (208) 236-3495

TARGET OF TRAINING: Graduate level students with background in early childhood education.
TRAINING PROGRAM: The project trains students as communication disorders specialists (CDSs) and audiologists to work with preschool speech/language-impaired and hearing-impaired children. Training is designed to meet the personnel needs of programs serving preschool children, such as Head Start, Native American and Migrant Head Start, and Adult/Child Development Centers in Idaho. The program will emphasize indirect (consultation) rather than direct services; cognitive, language, and communication intervention; interprofessional cooperation and team membership; and the speech-language-hearing problems of the preschool child. Training includes a specialized instructional workshop on preschool practice, and supervised practica in preschool settings. Provisions will be made for postgraduate placements and support. Successful procedures, exemplary materials, curricula, and models will be disseminated throughout Idaho and to other rural states.

Interdisciplinary Leadership Project in Infancy

Preparation of Leadership Personnel Grant
Principal Investigator: Jeanette McCollum
Fiscal Agency: University of Illinois (Champaign, IL)

Funding Period: 1988-93
Telephone: (217) 333-0260

TARGET OF TRAINING: Doctoral students from special education, speech and hearing science, early childhood, psychology, human development and family ecology, and social work.
TRAINING PROGRAM: The program is a cooperative effort among faculty from three core programs (Early Childhood Special Education, Social Work, and Clinical/Community Psychology), with additional collaborators drawn from related fields (e.g., Speech and Hearing Science, Developmental Psychology, Nursing). Doctoral students admitted to the Interdisciplinary Leadership Project in Infancy will take a common set of courses and an ongoing research and issues seminar, in addition to the courses required by their home departments. Students will choose a leadership specialization in policy development, administration, personnel preparation, or direct service, emphasizing infants with special needs and their families.

Microcomputer Applications in Special Education

Special Projects Grant — Funding Period: 1986-89
Principal Investigator: Patricia Hutinger — Telephone: (309) 298-1634
Fiscal Agency: Western Illinois University (Macomb, IL)

TARGET OF TRAINING: Parents and professionals who work special needs young children (e.g, occupational therapists, physical therapists, special education specialists, child development specialists, aides, nurses, speech-language specialists).
TRAINING PROGRAM: The project will develop and disseminate 24 training modules on the use of specialized microcomputer applications with young children with handicaps. The modules are organized into three major components (8 modules each) according to handicapping condition and age: severely and profoundly handicapped children; handicapped children, age 3 to 8 years; and handicapped infants and toddlers, birth to age 3 years. Each module includes information on family involvement in computer intervention activities. Content includes videotape demonstrations and expository materials, written materials, "how to" manuals, instructors' manuals, and/or kits (as in the case of hardware modifications, toy alterations, or switch workshops). The modules can be used in graduate or undergraduate preservice courses as supplemental or stand-alone materials, and individual modules can be used for training specific content. The modules are based on coursework and applications developed by the Macomb Projects over the past seven years.

Preparation for Teachers of Preschool Children with Handicaps

Preparation of Special Educators Grant — Funding Period: 1988-91
Principal Investigators: Carolyn Cooper & Vicki Slayton — Telephone: (217) 581-5315
Fiscal Agency: Eastern Illinois University (Charleston, IL)

TARGET OF TRAINING: Graduate level students from a variety of educational areas, including early childhood education and elementary education.
TRAINING PROGRAM: The project offers a master's program with emphasis in Early Childhood Special Education for children age 3 to 5 years. The program is interdisciplinary in focus and offers a family systems approach to working with families of special needs children and a developmental learning orientation to providing services for children. Students will complete a comprehensive sequence of coursework and 210 hours of practica experiences with children and families. Coursework will be offered during the fall and spring semesters at regional sites via four weekend sessions per semester. Practica also will be completed at regional sites and will be based on individual needs as determined by a competency-based needs assessment. Weekend workshops at regional sites also will be held during summer intersession. Students will attend an 8-week summer institute for additional coursework and practica experiences. Procedures and materials related to coursework and practica will be disseminated nationally.

Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Handicapped Children

Infant Personnel Preparation Grant — Funding Period: 1986-89
Principal Investigator: Jeanette McCollum — Telephone: (217) 333-0260
Fiscal Agency: University of Illinois (Champaign, IL)

TARGET OF TRAINING: Graduate students and direct service providers in education and related service areas.
TRAINING PROGRAM: The purpose of the preservice training project is to expand and upgrade the knowledge and performance base of direct service providers in comprehensive service delivery programs for infants with special needs. The program offers two degree options at the graduate level, in order to accommodate a variety of backgrounds and career goals: a) a one-year noncertification program, for current direct service personnel and others who do not wish to pursue further professional certification; and b) a two-year certification program, which prepares students to teach in birth-to-three programs in public schools and non-school settings by qualifying them for Illinois certification in early childhood special education. Training focuses on developmental facilitation skills within practicum settings; for current service providers, there is an on-site practicum option. The training program features collaboration among inter-departmental/interdisciplinary faculty around a core set of identified training needs; a collaborative model of supervision, emphasizing self-evaluation; and experience in a variety of service delivery settings. Training modules and tapes will be developed.

Preparation of Special Educators: Speech and Language Pathology

Preparation of Special Educators Grant — Funding Period: 1988-91
Principal Investigator: Charles Larson — Telephone: (312) 491-5073
Fiscal Agency: Northwestern University (Evanston, IL)

TARGET OF TRAINING: Speech-language pathologists at the graduate level.
TRAINING PROGRAM: The project will offer a master's level training program for providers of educational/diagnostic services to children, birth to age 6 years, who are moderately to severely handicapped. The program offers a core curriculum and a variety of practicum experiences at a regional assessment and diagnostic center (UAF/MR) and community least restrictive environment and multi-ethnic settings. Students will be required to demonstrate skills in nine competency areas: child assessment, family assessment, observation, interviewing, review of records, community resources, planning and implementing intervention strategies, consultation, and communication skills.

Preschool Training Grant

Preparation of Special Educators Grant
Principal Investigator: Jeanette McCollum
Fiscal Agency: University of Illinois (Champaign, IL)

Funding Period: 1988-92
Telephone: (217) 333-0260

TARGET OF TRAINING: Undergraduate or graduate students in early childhood and early childhood special education.
TRAINING PROGRAM: The training program combines a developmental orientation with systematic teaching technology. The project will offer two options, designed around a common set of standards, which lead to a master's degree and to Approval in Early Childhood Special Education. Option 1 is a BA/MED combination, spanning two undergraduate and one graduate year and culminating in a Master's of Education in Early Childhood Education, Type 02 certification, and Approval in Early Childhood Special Education. Coursework will be integrated across Early Childhood Education and Early Childhood Special Education (ECSE), with the majority of advanced courses in ECSE, as well as the ECSE practicum, occurring in the final year. Option 2 offers a one-year graduate program culminating in a master's degree in Early Childhood Special Education. Students who already hold or are eligible for Type 02 or Type 10 certification in Illinois also will obtain Approval in Early Childhood Special Education. Option 1 will be phased out after the second year of the project.

Program to Train Leaders in Applied Research for Handicapped Infants and Young Children

Preparation of Leadership Personnel Grant
Principal Investigator: Richard Brinker
Fiscal Agency: University of Illinois (Chicago, IL)

Funding Period: 1988-93
Telephone: (312) 413-1563

TARGET OF TRAINING: Occupational and physical therapists pursuing a doctorate in Special Education with a focus on research in the development of infants and young children with handicaps; and doctoral students from special education, regular education, psychology, social work, public health, or computer science.
TRAINING PROGRAM: The program will provide interdisciplinary training in research techniques designed to meet the national need for leadership in training early intervention professionals. The project will draw on the collective expertise of hospital treatment clinics, early intervention programs, family support systems, and infant development research laboratories, but will emphasize the development of a new type of researcher-practitioner. The program will apply an apprenticeship model utilizing interdisciplinary faculty and training, and will include an internship at the Early Intervention Program and at the University Affiliated Program. A major goal is to train students in research techniques and their application to individual cases across time, and to develop more individual case designs.

Project LINKS: Linking Interagencies and New Knowledge Systems

Infant Personnel Preparation Grant — Funding Period: 1987-90
Principal Investigator: Carol Mardell-Crudnowski — Telephone: (815) 753-8424
Fiscal Agency: Northern Illinois University (Dekalb, IL)

TARGET OF TRAINING: Full-time graduate students with an undergraduate degree in human and family resources, communication disorders, early childhood education, special education, or adapted physical education; and employed trainees with similar educational backgrounds.

TRAINING PROGRAM: The project offers specialized training for infant interventionists in providing special education and related services within the family constellation to handicapped newborns, infants, and toddlers. Training emphasizes competency-based instruction and field-based experiences, and employs a transdisciplinary approach that links university departments, collaborative public agencies, and direct service units. Trainees must have competencies in the areas of normal and atypical development, working with families of infants with special needs, working with other professionals and agencies, assessment of development and learning in young children, intervention skills, and administration of infant intervention programs. The training program offers a one-year option for full-time students and a two-year option for employed trainees, and leads to a master's degree in special education and Illinois approval for early childhood special education.

Preparation of Personnel to Provide Long-Term Special Education and Related Services to Infants and Children with Handicaps

Infant Personnel Preparation Grant — Funding Period: 1988-91
Principal Investigator: Rachel Stark — Telephone: (317) 494-3788
Fiscal Agency: Purdue University (West Lafayette, IN)

TARGET OF TRAINING: Special educators, early childhood education specialists, and speech-language pathologists .

TRAINING PROGRAM: The project offers a masters-level preservice training program that will prepare trainees to provide direct and indirect services to newborn and infants children with handicaps. The three-year program offers intensive field-based experiences and a core of specially designed university courses, in addition to the regular coursework required by students' respective departments. Training will focus on provision of long-term special education and related services, but some exposure to short-term treatment in the intensive care nursery will be included to provide trainees with greater breadth of knowledge. Training will address team decision-making and the design of individual interventions. The program will prepare graduates to provide resources and consultation to regular education personnel and families of children with severe handicaps, and, to some extent, to nurses and physicians.

Training of Professional Personnel in Speech-Language Pathology and Audiology

Preparation of Special Educators Grant — Funding Period: 1987-90
Principal Investigator: John Tolkins — Telephone: (319) 335-8718
Fiscal Agency: University of Iowa (Iowa City, IA)

TARGET OF TRAINING: Graduate level students in speech-language pathology and audiology.
TRAINING PROGRAM: The project will offer a two-year masters-level training program to prepare speech-language pathologists and audiologists to meet the following objectives: serving the needs of children with communicative disabilities; serving the needs of children who are deaf and who have received a cochlear implant prosthesis; serving the needs of preschool children, age 3 to 5 years, with severe communication disorders; and providing special information about assistive devices to families of children with hearing losses.

Intensive Track Preservice Training for Upgrading Skills and Certification Status of Early Childhood Handicapped Personnel

Infant Personnel Preparation Grant — Funding Period: 1986-89
Principal Investigator: Nancy Peterson — Telephone: (913) 864-4954
Fiscal Agency: University of Kansas (Lawrence, KS)

TARGET OF TRAINING: Personnel from early childhood handicapped programs who need preparation in the area of intervention with young children with handicaps.
TRAINING PROGRAM: The project is designed for professional staff who lack specific training in the expanding service area of intervention with newborns, infants, and severely/multiply handicapped young children. The preservice training program upgrades the teaching and therapeutic skills and certification status of these professionals. Goals of the project include: 1) developing a 15-hour "intensive track" training sequence for two trainee populations; 2) developing two 3-semester-hour "packaged" introductory courses on intervention with handicapped infants; and 3) implementing the intensive personnel training sequence on intervention with infants and severely/multiply handicapped young children as a two-component block.

Cross-Disciplinary Preparation in Infant and Family Intervention (CPIFI)

Infant Personnel Preparation Grant — Funding Period: 1987-90
Principal Investigators: Mark Wolery & Judith Page — Telephone: (606) 257-4713
Fiscal Agency: University of Kentucky (Lexington, KY)

TARGET OF TRAINING: Graduate students with undergraduate degrees in special education and related disciplines.
TRAINING PROGRAM: The project offers specialized training in infant intervention to prepare personnel to provide appropriate educational services to infants with handicaps and their families, or to provide consultation and training related to infant intervention. The training program will emphasize cross-disciplinary preparation, involving four departments (Special Education; Family Studies; Health, Physical Education and Recreation; and Nursing). It includes a specialized focus on infant development and intervention, and family structure, dynamics, and intervention. Training is offered cooperatively through the Schools of Education, Home Economics, and Nursing.

Developmental and Behavioral Disorders (DBD) Project

Preparation of Special Educators Grant — Funding Period: 1986-89
Principal Investigators: David Gast & Mark Wolery — Telephone: (606) 257-4269
Fiscal Agency: University of Kentucky (Lexington, KY)

TARGET OF TRAINING: Graduate students from a variety of disciplines, including special education, physical therapy, human development, regular education, communication disorders, psychology, and nursing.
TRAINING PROGRAM: The training program emphasizes cross-disciplinary preparation and is designed to prepare personnel to provide educational and related services to preschoolers with developmental and behavioral disorders, and older children with severe developmental and behavioral disorders. All students in the DBD program will take coursework in special education and communication disorders, and will enroll in didactic and/or practicum coursework in the following departments, depending upon their major and area(s) of concentration (e.g., motor disabilities, severe communication disorders, micro-technology, transition, family theory/dynamics): Physical Therapy; Family Studies; Health Physical Education, and Recreation; Rehabilitation; Psychology; or Social Work. Required practica address direct service provision (assessment, instruction, behavior management), consultation and personnel training, and evaluation. An applied research thesis is required. The two-year program leads to a master's degree in Special Education.

Competency-Based Graduate Interdisciplinary Training for Infant Specialists

Infant Personnel Preparation Grant — Funding Period: 1987-90
Principal Investigator: Suzanne Poulton — Telephone: (504) 568-4301
Fiscal Agency: Louisiana State University Medical Center (New Orleans, LA)

TARGET OF TRAINING: Graduate students in special education, occupational therapy, and other related service disciplines.
TRAINING PROGRAM: The project offers an interdisciplinary program of nine infant specialization courses jointly planned, implemented, evaluated, and staffed by education, health service, and medical personnel. The program offers competency-based coursework in infant development; family and ecological systems; medical conditions and management; measurement; screening, assessment, and evaluation; behavioral observation; service delivery models; curriculum approaches and methods; infant intervention; and applied research. Practicum experiences also are provided. Students in occupational therapy who complete the program receive a Masters of Health Sciences degree, with a clinical skills emphasis in infant intervention. Students in special education and related service disciplines can elect the infant specialization as part of their graduate program. Project staff will produce and disseminate interdisciplinary training materials and develop a student resource library reflecting exemplary services and research in infant intervention.

Infant Specialist Training Program

Infant Personnel Preparation Grant — Funding Period: 1987-90
Principal Investigator: Paula Beckman — Telephone: (301) 454-2118
Fiscal Agency: University of Maryland (College Park, MD)

TARGET OF TRAINING: Students seeking a master's degree or advanced graduate specialist certification in special education, with a specialization in the area of infant intervention; and students in other disciplines who seek training and experience in working with handicapped and at-risk infants and their families.
TRAINING PROGRAM: The project is designed to meet the need in Maryland for qualified personnel who have been trained to work with at-risk and handicapped infants, birth through age 2 years. The training program has a multidisciplinary emphasis, with students drawn from a variety of disciplines, including special education, nursing, occupational and physical therapy, applied developmental psychology, speech, human development, and social work. A multidisciplinary approach is reflected in coursework and field placements in both educational and medical settings. Training emphasizes working closely with families. Additional specialized training outside the University of Maryland is available through externships tailored to the specific interests and training needs of students.

Birth through Seven Training Grant

Preparation of Special Educators Grant
Principal Investigator: Catherine Marchant
Fiscal Agency: Wheelock College (Boston, MA)

Funding Period: 1987-90
Telephone: (617) 734-5200, X160

TARGET OF TRAINING: Graduate students from various undergraduate backgrounds, including early childhood education, nursing, psychology, and occupational therapy.
TRAINING PROGRAM: The training program expands the existing master's degree program in education to emphasize family issues, including the family system, individual needs of family members, the role of parents in providing services to their children, and effective parent-professional cooperation. The program will offer students in early intervention, preschool special needs, and child life a specialization or focus on families by strengthening the family focus in existing coursework and identifying family-related courses as electives. Two faculty positions will be added: a family specialist, who will supervise family work occurring in practicum settings; and an adjunct faculty position for a parent of a special needs child, who will co-teach and consult in identified courses.

Birth-to-Three Training Grant

Infant Personnel Preparation Grant
Principal Investigator: Catherine Marchant
Fiscal Agency: Wheelock College (Boston, MA)

Funding Period: 1987-90
Telephone: (617) 734-5200, X160

TARGET OF TRAINING: Graduate students who are training for positions in early intervention programs to work with infants with special needs and their families.
TARGET OF TRAINING: The training program is an expansion of the existing preservice program at Wheelock College, which offers cross-disciplinary training with a focus on educational and medical collaboration in delivering developmental services to at-risk newborn and infant children. The existing program provides 40 credits of coursework and practicum leading to a master's degree. The Birth-to-Three Training Grant extends this program by offering a specialization with greater course emphasis on the family. A family specialist supervises family work occurring in practicum settings, and a parent of a child with special needs co-teaches several courses and provide consultation. The expanded focus is designed to help students understand the transactional relationships among child, family, and intervention professionals; the nature of the family system, as well as individual needs of family members; the role of parents in providing intervention services to their children; and effective communication between professionals and parents.

Early Childhood Educational Audiology

Preparation of Special Educators Grant — Funding Period: 1988-91
Principal Investigator: E. Harris Nober — Telephone: (413) 545-0551
Fiscal Agency: University of Massachusetts (Amherst, MA)

TARGET OF TRAINING: Graduate students with a speech-hearing background and teachers of the deaf.
TRAINING PROGRAM: The project will prepare students as early childhood educational audiologists (ECEAs) to serve at-risk infants and preschoolers, birth to age 5 years. The program stresses more actively integrated roles for audiologists in the child's very early formative years, continuity of a development program for the infant, and ongoing support and guidance to the family. Training will focus on students' skills in early identification employing neurophysiologic and electrophysiologic assessment techniques; early intervention strategies; parental guidance and family program counseling; alternative educational management prototypes; technological and computer-assisted instrumentation and computer management applications; aural rehabilitation innovations (such as cochlear implants, digital aids, vibrotactile displays, and speech synthesizers); and participation on interdisciplinary service teams. The current master's program in communication disorders will be expanded with additional course-work programmed into the January breaks and summer periods, and expanded field placements.

Specialized Interdisciplinary Training Program in Early Intervention

Infant Personnel Preparation Grant — Funding Period: 1986-89
Principal Investigator: Pat Rissmiller — Telephone: (617) 642-0229
Fiscal Agency: Eunice Kennedy Shriver Center (Waltham, MA)

TARGET OF TRAINING: Master's level students in graduate programs related to early intervention at Boston University, Emerson College, Simmons College, and Wheelock College.
TRAINING PROGRAM: The project is designed to address the increasing demand for personnel trained to work in an interdisciplinary model serving infants and children who have handicapping conditions or are at risk developmentally because of biological or environmental factors, and their families. Students take courses related to early intervention within their own discipline at the college at which they are enrolled. Interdisciplinary courses are offered at the Shriver Center University Affiliated Facility, and interdisciplinary team experiences are provided at the Shriver Center, early intervention programs, and Boston City Hospital clinics.

Central Michigan University Preschool Language Program

Preparation of Special Educators Grant
Principal Investigator: Robert McLauchlin
Fiscal Agency: Central Michigan University (Mt. Pleasant, MI)

Funding Period: 1986-89
Telephone: (571) 774-3471

TARGET OF TRAINING: Graduate students with undergraduate backgrounds in communication disorders.
TRAINING PROGRAM: The project offers a community-based, multidisciplinary approach to preparing speech-language pathologists to work with communicatively handicapped infants. The 15-month master's program provides academic and practicum experiences. Preparation focuses on the consulting role of speech-language pathologists, and emphasizes extensive involvement of parents and guardians in the identification and remediation of communicatively handicapped infants and preschool children.

Special Education Doctoral Training in Early Childhood Special Education

Preparation of Leadership Personnel Grant
Principal Investigator: Samuel Meisels
Fiscal Agency: University of Michigan (Ann Arbor, MI)

Funding Period: 1986-89
Telephone: (313) 747-1084

TARGET OF TRAINING: Experienced early childhood professionals at the doctoral level, who wish to pursue careers in higher education.
TRAINING PROGRAM: The project provides leadership training to prepare students for roles as college teachers, researchers, program specialists, and policy analysts in the area of early childhood special education. The program has a strong emphasis on applied developmental psychology and educational research. Students are provided with a broad range of academic, research, and practica experiences.

The Training of Speech-Language Pathologists: Special Emphasis on Oral Language and Reading

Preparation of Special Educators Grant
Principal Investigator: Michael Casby
Fiscal Agency: Michigan State University (East Lansing, MI)

Funding Period: 1988-91
Telephone: (517) 353-8780

TARGET OF TRAINING: Graduate students in speech-language pathology.
TRAINING PROGRAM: The training program provides a comprehensive and integrated speech-language pathology and reading curriculum to train students to work with preschool language-impaired and communicatively handicapped children. The curriculum offers a broad-based program in speech-language pathology, a special education course in child language disorders, and a series of six courses in reading development and disorders. The program leads to a master's degree in Speech-Language Pathology and certification as a teacher of the speech-language impaired.

Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Children with Handicaps

Infant Personnel Preparation Grant
Principal Investigator: Scott McConnell
Fiscal Agency: University of Minnesota (Minneapolis, MN)

Funding Period: 1988-91
Telephone: (612) 624-6365

TARGET OF TRAINING: Graduate students from preservice training programs in special education and seven related service fields: educational psychology, speech/language pathology, social work, public health, nursing, physical therapy, and occupational therapy.
TRAINING PROGRAM: The project will develop an interdisciplinary early intervention training program that focuses on developing competencies for working with children, birth to age 3 years, who may be at risk or have developmental delays, and with their families. Courses will be developed to address critical issues in providing interdisciplinary services. Training will include an early intervention overview, instruction in applied interdisciplinary approaches, a weekly seminar, and practicum experience in an agency that takes an interdisciplinary approach to working with infants and toddlers with handicaps, and their families. Professors from each of the eight discipline areas who have expertise in early intervention will form an interdisciplinary Core Faculty with responsibility for planning, arranging, and supervising practica.

Transdisciplinary Training of Leadership Personnel in Early Intervention for Infants with Critical Needs and Their Families

Preparation of Leadership Personnel Grant — Funding Period: 1987-90
Principal Investigator: Ann Riall — Telephone: (601) 266-5163
Fiscal Agency: Mississippi University Affiliated Program, University of Southern Mississippi (Hattiesburg, MS)

TARGET OF TRAINING: Doctoral level graduate students in special education, psychology, counseling psychology, and speech and hearing sciences.
TRAINING PROGRAM: The program provides interdisciplinary, competency-based training to prepare leadership personnel to develop, deliver, and evaluate services for infants who have established or potential handicapping conditions, and their families. In addition to meeting doctoral requirements in their respective departments, students must complete 15 semester hours of UAP didactic and clinical training for a concentration in early intervention. Practica settings include Head Start, medical centers, child development centers, public schools, specialized university clinics, and departments of health. Basic competencies are incorporated into four core courses: Children at Risk, Families of the Developmentally Disabled, Assessment of At-Risk Handicapped Children (0-5), and Intervention Procedures for Handicapped Children (0-5).

Transdisciplinary Training of Personnel to Provide Early Intervention Services to Newborns/Infants and Their Families

Infant Personnel Preparation Grant — Funding Period: 1987-90
Principal Investigator: Jane Siders — Telephone: (601) 266-5163
Fiscal Agency: Mississippi University Affiliated Program, University of Southern Mississippi (Hattiesburg, MS)

TARGET OF TRAINING: Graduate students in the nursing, social work, special education, psychology, counseling psychology, speech and hearing sciences, family life studies/home economics (child development), and institution management (nutrition) at the University of Southern Mississippi.
TRAINING PROGRAM: The project provides a masters-level transdisciplinary training program to prepare personnel for direct intervention roles in service delivery to children with critical needs, birth to age 3 years, and their families. Students attend project courses and receive credit through their home department. Training is designed to fit the needs and demographic characteristics of the birth-to-3 population in Mississippi, and offers field-based clinical and educational experiences. The project also will work to strengthen linkages among university departments, and between the university and state and community service providers, parent organizations, and the State Development Grant in Early Intervention.

Master's Level Preparation of Speech/Language Pathologists in Early Childhood Special Education

Preparation of Special Educators Grant — Funding Period: 1987-90
Principal Investigator: Donald Brennan — Telephone: (314) 658-2244
Fiscal Agency: St. Louis University (St. Louis, MO)

TARGET OF TRAINING: Graduate students with undergraduate degrees in communication disorders.
TRAINING PROGRAM: The program offers an interdisciplinary approach, which includes academic training, clinical experiences, guest lectures, and linkages to local early childhood organizations, in order to provide students with the skills and competencies necessary for assessment and educational management of preschool children with handicaps. Intensive educational and clinical experiences are provided at the Early Childhood Learning Center prior to practica assignments. Students take 18 hours of coursework in child language and cognitive development, and develop dissemination materials as part of their academic training. Two two half-year practica are required, one on-campus and one off-campus, in programs serving preschool children with a variety of handicapping conditions, including severe and multiple handicaps and low-incidence conditions. These practica emphasize the interdisciplinary cooperation needed for quality evaluation and management of these children.

Montana Rural Early Intervention Training Program for School Psychologists

Rural Special Projects Grant — Funding Period: 1988-91
Principal Investigator: Richard Vanden Pol — Telephone: (406) 243-5344
Fiscal Agency: University of Montana (Missoula, MT)

TARGET OF TRAINING: Graduate students in psychology and special education.
TRAINING PROGRAM: The project will train school psychologists to work with young handicapped children and their families in rural or remote communities in Montana. Students will be trained to provide direct, consultative, and case management services to children, families, and agencies. The competency-based program will incorporate three new graduate courses into the required School Psychology curriculum: Rural Early Intervention School Psychology; early intervention practica in campus- and community-based special education preschools and early intervention programs; and a full-time internship in a rural.remote or reservation program serving young Native American children with special needs. Internship placements will be coordinated with staff and faculty from Western Montana College's Rural Education Institute and Salish-Kootenai Tribal College. Training will lead to a masters degree, with options for earning the Educational Specialist degree and certification as School Psychologist.

Project NETWORC (Nevada Educational Television Working Out in Rural Communities)

Special Projects Grant — Funding Period: 1987-90
Principal Investigator: Marilyn Walter — Telephone: (702) 789-0284
Fiscal Agency: Nevada Department of Human Resources (Sparks, NV)

TARGET OF TRAINING: Graduate and undergraduate students in early childhood special education and related fields, such as occupational therapy and nursing.
TRAINING PROGRAM: The project has three goals: 1) to develop and disseminate a training delivery system model which incorporates state-of-the-art telecommunications technology to deliver educational courses in rural Nevada; 2) to develop and field-test at three rural pilot sites a four-course training cycle of educational telecourses which meet the requirements for the State Early Childhood/Special Education Endorsement; and 3) to replicate the model at rural training sites. The inservice/preservice training program will use state-of-the art telecommunications technologies, as well as videos and FAX, to prepare professionals to work with handicapped young children in rural areas. The four-course, 12-credit training cycle will provide a general overview, and courses focusing on assessment, families, and curriculum. Students will be licensed as Early Childhood Special Education Rural Providers.

Preparation of Early Development Specialists (PEDS)

Infant Personnel Preparation Grant — Funding Period: 1988-91
Principal Investigator: Bruce Mallory — Telephone: (603) 862-2310
Fiscal Agency: University of New Hampshire (Durham, NH)

TARGET OF TRAINING: Graduate students in special education, occupational therapy, physical therapy, nursing, and social work.
TRAINING PROGRAM: The project will expand the current master's program in Early Childhood Special Needs, a 42-credit program that prepares teachers and related services personnel to work with preschool children with educational handicaps. The PEDS component will add coursework and a year-long internship addressing the needs of children, birth to age 3 years, who have been diagnosed as handicapped or at risk for development impairments. The program will emphasize the role of the Early Development Specialist in supporting families during development of the individualized family service plan; provision of treatment through transdisciplinary approaches, with the Early Development Specialist as primary service provider; and the importance of collaboration between educators and pediatricians in the treatment of very young children at biological or medical risk. The project will identify competencies for the Early Development Specialist; produce and disseminate a training manual; and provide on-site technical assistance to six early intervention programs.

Interdisciplinary Training in Family-Focused Infant Intervention

Infant Personnel Preparation Grant — Funding Period: 1988-91
Principal Investigator: Ansley Bacon — Telephone: (914) 285-8204
Fiscal Agency: Westchester County Medical Center (Valhalla, NY)

TARGET OF TRAINING: Professionals who are currently employed in programs or services for children, birth to age 3 years, with or at risk for developmental disabilities; and who hold a bachelor's, master's, or specialist degree in one of the following fields: special education, early childhood education, speech pathology, nutrition, occupational therapy, physical therapy, nursing, social work, or psychology.
TRAINING PROGRAM: The program will offer specialized training in each of four major course areas: interdisciplinary infant assessment; family assessment and the development and implementation of the individualized family service plan; provision of case management services; and planning for effective transitions to preschool programs. The two-semester program will provide 280 hours of clinical training, formal coursework, and supervised practicum experiences. Coursework will be provided at the Mental Retardation Institute (MRI) and will be taught by faculty from education, health, and related disciplines. Practicum experiences at MRI will be supplemented by a series of structured observations in center- and home-based community programs. Students will receive a diploma in Interdisciplinary Family-Focused Infant Services, which may serve as partial credit toward a master's in public health degree.

Masters Program in Education of Blind and Visually Impaired Learners with a Preschool Emphasis

Preparation of Special Educators Grant — Funding Period: 1987-89
Principal Investigator: Kay Ferrell — Telephone: (212) 678-3862
Fiscal Agency: Teachers College, Columbia University (New York, NY)

TARGET OF TRAINING: Graduate students with and without undergraduate degrees in education.
TRAINING PROGRAM: The project will augment the current program for teachers of blind and visually impaired students at Teachers College by offering an early childhood specialization that prepares personnel to provide early intervention for infants, preschoolers and their families. The program leads to a Masters of Arts degree and New York State certification as a teacher of the blind and visually impaired with an early childhood endorsement. The project will conduct a national survey on competencies needed by teachers of blind, visually impaired, and multihandicapped infants and preschoolers. A Project Advisory Committee, composed of parents, practitioners, administrators, and early childhood special education experts will construct the survey and develop a competency-based curriculum. The project also will conduct a national training seminar for faculty from university programs on the curriculum and its incorporation into professional preparation programs.

Preparation of Speech-Language Pathologists and Educational Audiologists at the Masters Level

Preparation of Special Educators Grant — Funding Period: 1986-89
Principal Investigator: Edward Conture — Telephone: (315) 443-9648
Fiscal Agency: Division of Special Education and Rehabilitation, Syracuse University (Syracuse, NY)

TARGET OF TRAINING: Speech-language pathologists and audiologists.
TRAINING PROGRAM: The project offers an academic/clinical masters-level training program to prepare students to work with communicatively handicapped young children. Students trained in speech-language pathology will gain specialized skills appropriate for working with infants and preschoolers, in addition to their broad-based education in speech pathology. Audiology students will acquire knowledge and skills appropriate for working with hearing-impaired and communicatively handicapped children in school settings. Audiology training is provided through a new educational audiology track in the current masters program. The program will require 36-42 credit hours of academic coursework and 150 supervised clinical hours.

Family and Infant Specialist Training Program

Infant Personnel Preparation Grant — Funding Period: 1988-91
Principal Investigator: Carl Dunst — Telephone: (704) 433-2825
Fiscal Agency: Western Carolina Center (Morganton, NC)

TARGET OF TRAINING: Special education teachers and allied professionals at the graduate level.
TRAINING PROGRAM: The training program will consist of a four-course sequence as a special strand of the master's degree program in early childhood special education. Course topics will address infant development; family functioning; assessment of infants, families, and the community; early intervention and family support; and the ecology of early intervention. Coursework will be provided within the context of a direct service program serving infants with handicaps and their families. An apprenticeship/tutelage model will be used to train students in the competencies identified as crucial for a Family and Infant Specialist. After training, students will be able to function as specialists serving infants and families in a variety of service settings, including home, center, and clinic.

Graduate Training in Infant Intervention

Infant Personnel Preparation Grant — Funding Period: 1987-90
Principal Investigator: Donald Bailey — Telephone: (919) 966-4250
Fiscal Agency: University of North Carolina (Chapel Hill, NC)

TARGET OF TRAINING: Graduate students with backgrounds in special education and health-related fields.
TRAINING PROGRAM: The project provides a comprehensive training program for students committed to working with handicapped newborns, infants, and their families. The training program offers two options. The Clinical Training Program, a one-year program leading to a master's degree in special education, is clinically focused, with coursework and practica designed to prepare infant interventionists to work with children and families in a variety of settings. The Leadership Training Program is a two-year program emphasizing leadership skills necessary to work effectively in diverse health care, education, and mental health service systems. Graduates of the second option receive master's degrees in both special education and maternal and child health. Both options involve coordinated, interdepartmental training in special education and maternal and child health, with additional coursework in physical therapy and speech and hearing sciences. The two-year option requires a minimum of two years of prior professional experience in a related field. The program recognizes the transactional nature of infant development, and takes a systems approach to child and family.

Training Regular and Special Educators to Use Natural Language Training Strategies in Early Intervention

Special Projects Grant — Funding Period: 1987-90
Principal Investigator: Donald Bailey — Telephone: (919) 966-4250
Fiscal Agency: University of North Carolina (Chapel Hill, NC)

TARGET OF TRAINING: Early childhood special educators, regular educators, and day care staff.
TRAINING PROGRAM: The project will develop an empirically grounded training program to train educators to incorporate natural language training strategies into early intervention programs. Ten self-contained training modules for use in both preservice and inservice settings will be developed: 1) Creating a Communicative Environment, 2) Commenting on Events, 3) Responding to Communication Attempts, 4) Expanding Children's Utterances, 5) Maintaining Topics and Taking Turns, 6) Using Delays and Placing Desirables Out of Reach, 7) Using Novel or Unexpected Events, 8) Prompting Communication with Peers and Adults, 9) Responding to the Communication Functions of Undesirable Behaviors, and 10) Putting It All Together. Specific competencies have been identified for each module. Training will utilize a multi-media approach, including videotapes, written materials, and verbal presentations. Repeated opportunities for skill practice will be provided, in response to written stimuli, in response to videotaped stimuli, through role-playing, and in interactions with young children. Directors of early intervention and day care programs will be trained to provide training to their staff.

Handicapped Personnel Preparation to Provide Special Education and Related Services to Newborn and Infant Handicapped Children

Infant Personnel Preparation Grant — Funding Period: 1986-89
Principal Investigator: Henry Sablan — Telephone: 011 (670) 9812
Fiscal Agency: Department of Education, Commonwealth of the Northern Mariana Islands (Saipan, MP)

TARGET OF TRAINING: Early childhood education and related service personnel serving newborns and infants who are handicapped or at high risk for handicaps.
TRAINING PROGRAM: The project's goal is to fill the gap in trained early childhood education and related services personnel to serve newborn and infant children with or at risk for handicaps. The project is designed to train local personnel in key direct and related service areas so that they may work with medical, educational, and related service providers, and parents in providing appropriate care for handicapped and at-risk infants and newborns. Given the geographic isolation of the Commonwealth, limited resources, and limited postsecondary training facilities in the Pacific Basin, it will be necessary to send most, if not all, of the personnel selected for training to accredited colleges with the required degree and/or certification programs in the mainland United States.

Doctoral and Post Doctoral Training for Leadership Roles Focusing upon Infants and Children with Severe Handicaps

Preparation of Leadership Personnel Grant — Funding Period: 1987-89
Principal Investigator: Philippa Campbell — Telephone: (216) 633-2055
Fiscal Agency: Family-Child Learning Center (Tallmadge, OH)

TARGET OF TRAINING: Doctoral level students from education and related disciplines.
TRAINING PROGRAM: The doctoral component of the training program addresses competencies for teaching and service, research and scholarship, and assessment and programming content and procedures. Students will acquire 1) a basic understanding of developmental, anatomical, and physiological processes of human behavior; 2) skills in assessing behavior and implementing appropriate learning programs for infants and children with severe or multiple handicaps; 3) skills necessary for professional teaching and service activities; and 4) skills necessary for conducting research relative to infants and children with severe or multiple handicaps. The postdoctoral component is designed to enhance skills for scholarly research or for conducting professional training activities.

Personnel Preparation--Newborns, Infants and Toddlers

Infant Personnel Preparation Grant — Funding Period: 1988-91
Principal Investigator: William McInerney — Telephone: (419) 537-2284
Fiscal Agency: University of Toledo (Toledo, OH)

TARGET OF TRAINING: Special education, early education, and elementary school teachers, and nursing and related services personnel who are working with infants and young children.
TRAINING PROGRAM: The project offers a multidisciplinary graduate level program for professionals who will provide early intervention services to infants and young children with or at risk for developmental disabilities. The training program will include a minimum of 48 hours of coursework and 100 hours of practicum, leading to a master's (M.Ed.) or education specialist (Ed.S.) degree. Academic coursework and practicum training experiences will be offered in such topics as infant/toddler development, medical aspects of the neonatal and pediatric intensive care units (NICUs and PICUs), atypical motor development, medical care issues, family intervention and support training, interdisciplinary team training, and models of related services. Training will be provided by a variety of service professionals, including special educators, occupational therapists, physicians, and nurses. Practicum placements will be available in NICUs and early intervention programs.

Preservice Interdisciplinary Training in Early Identification and Intervention for High-Risk Infants and Their Families

Infant Personnel Preparation Grant — Funding Period: 1986-89
Principal Investigator: Dorothyana Feldis — Telephone: (513) 559-4321
Fiscal Agency: Cincinnati Center for Developmental Disorders (Cincinnati, OH)

TARGET OF TRAINING: Preservice personnel in early childhood education and related services.
TRAINING PROGRAM: The project has three goals: 1) to develop and implement a three-quarter curriculum addressing specific topics in early identification and intervention programs for infants, birth to age 2 years, with or at risk for developmental disabilities, and their families; 2) to train preservice personnel in techniques for working with high-risk infants and their families; and 3) to disseminate program activities during the second and third years of the grant, in cooperation with local, state and federal agencies.

Education and Related Services to Newborn and Infant Handicapped Children

Infant Personnel Preparation Grant — Funding Period: 1987-90
Principal Investigator: Carol Bunse — Telephone: (503) 838-1220, X391
Fiscal Agency: Oregon State System of Higher Education--Teaching Research (Monmouth, OR)

TARGET OF TRAINING: Students enrolled in programs leading to a teaching certificate and/or master's degree in special education; and professionals currently working in early intervention.
TRAINING PROGRAM: The preservice training program prepares personnel to meet the needs of handicapped infants, birth to age 3 years, and their families in home-based, toddler, and preschool programs. A cooperative effort between the Teaching Research Division and Western Oregon State College, the program enables students to acquire an area of concentration in early intervention as part of their teacher certification and/or degree program, and enables employed professionals to gain new or update existing skills in the area of early intervention. Training employs a multidisciplinary focus, and includes materials and consultation from the Coalition in Oregon for Parent Education in the area of family support and services. The new program will be added to the existing special education program at Western Oregon State College.

Personnel Preparation of Early Childhood Special Educators with an Emphasis on High-Risk and Handicapped Infants

Infant Personnel Preparation Grant — Funding Period: 1986-89
Principal Investigator: Diane Bricker — Telephone: (503) 686-3568
Fiscal Agency: Center on Human Development, University of Oregon, (Eugene, OR)

TARGET OF TRAINING: Graduate students in early childhood special education who seek specialization in services to infants and young children and their families.
TRAINING PROGRAM: The project offers a master's degree program in Early Childhood/-Special Education, with special focus on the birth-to-three population. The training program is designed to help students develop competencies in the following skill areas: direct intervention; parent/family involvement and intervention; coordinating varied professional resources; developing curriculum materials; evaluation; and program supervision and training. In addition to coursework in content areas, students are required to complete at least three practica and an internship.

Training of Parent-Infant Specialists for Hearing-Impaired and Multiply Handicapped Children

Infant Personnel Preparation Grant
Principal Investigator: Nancy Rushmer
Fiscal Agency: Infant Hearing Resources (Portland, OR)

Funding Period: 1988-91
Telephone: (503) 279-4206

TARGET OF TRAINING: Graduate-level professionals, including certified and experienced teachers of the deaf, speech/language pathologists, audiologists, special educators, and early childhood specialists.

TRAINING PROGRAM: The program is designed to prepare professionals to be parent-infant specialists who will develop and supervise programs for hearing-impaired and multiply handicapped children, birth to age 4 years, and their families. Training will be provided through coursework, seminars, observations, and practicum experiences, including an on-site practicum that enables students to work daily with infants and parents over an 8-month period. Topics addressed include program development and administration; habilitation of hearing-impaired infants and preschoolers; transdisciplinary programming; the medically at-risk infant; the family's NICU experience; transitioning between medical and rehabilitative settings; working with ethnic minorities; parent counseling and education; and inservice training of professionals. Students may earn a master' degree or receive Parent-Infant Specialist: Hearing Impaired certification. The training program is a revision and expansion of an existing parent-infant specialist training program.

Infant Development Specialist Program

Infant Personnel Preparation Grant
Principal Investigator: Sarah Willoughby-Herb
Fiscal Agency: Shippensburg University (Shippensburg, PA)

Funding Period: 1986-89
Telephone: (717) 532-1251

TARGET OF TRAINING: Professionals in education, special education, counseling, psychology, and health-related fields who seek additional experience and training in normal and abnormal infant development and treatment.

TRAINING PROGRAM: The goal of the program is to train Infant Development Specialists at the graduate preservice level. The competency-based training program combines academic and practicum experiences to help professionals develop the competencies or specialized skills needed in serving high-risk and handicapped infants, birth to age 3 years, and their families. Students enroll in a full-time, 12-month, 36 semester hour curriculum emphasizing Noncategorical, developmental coursework at Shippensburg University. Practicum experiences are provided at Polyclinic Medical Center's Infant Development Program. At the conclusion of the master's degree program, each graduate will have acquired skills necessary to function as infant specialist, parent educator, parent counselor, team member, and program developer and advocate.

Preparation of Infant Personnel--Related Services

Infant Personnel Preparation Grant — Funding Period: 1986-89
Principal Investigators: Kenneth Thurman & Lorraine Russell — Telephone: (215) 787-6018
Fiscal Agency: Temple University (Philadelphia, PA)

TARGET OF TRAINING: Related services personnel (occupational therapists, physical therapists, nurses, psychologists, social workers) and special educators (including speech-language psychologists and audiologists).
TRAINING PROGRAM: The interdisciplinary graduate-level program offers training in competencies required to address the needs of at-risk and handicapped newborns and infants, birth to age 36 months, and their families. The program combines seminars and field work practice. Graduates are equipped to provide special education and related services to children in hospitals, day care centers, infant stimulation programs, social service agencies, and homes. The program's effectiveness in meeting its goals will be evaluated, and each student's attainment of program competencies will be assessed. Project staff will develop a set of training materials which will be disseminated at the end of the project's third year.

Preparation of Infant Special Educators

Infant Personnel Preparation Grant — Funding Period: 1988-91
Principal Investigator: Kenneth Thurman — Telephone: (215) 787-6018
Fiscal Agency: Temple University (Philadelphia, PA)

TARGET OF TRAINING: Special educators, especially those working in early intervention programs; and professionals from child care, elementary education, and psychology backgrounds who seek to be certified on the basic level.
TRAINING PROGRAM: The program is designed to prepare specialists to provide services to handicapped and at-risk newborns and infants and their families in day care centers, homes, hospitals, early intervention programs, and social service agencies. Graduates of the program will receive a master's degree in special education, but will take courses in several areas of study. Core faculty of the program include a special educator, a developmental psychologist, and a neonatologist. Students will be expected to complete 270-280 hours of practicum experiences and a master's project addressing some aspect of intervention or development of handicapped infants.

Preparation of Leadership Personnel in Pediatric Physical Therapy

Preparation of Leadership Personnel Grant — Funding Period: 1986-89
Principal Investigator: Susan Effgen — Telephone: (215) 448-4970
Fiscal Agency: Hahnemann University (Philadelphia, PA)

TARGET OF TRAINING: Physical therapists with a masters degree and advanced clinical skills.
TRAINING PROGRAM: The doctoral program builds upon the foundational master's course-work in pediatric physical therapy, and is designed to prepare individuals for leadership roles in the profession. The program requires 96 credit hours post baccalaureate or 60 hours post masters degree, a comprehensive examination, and a dissertation. Required courses include a research seminar and one other research course, advanced statistics, selected topics in pediatric physical therapy, a research practicum, and a clinical or teaching practicum. Students will work individually with faculty to complete practicum experiences. Twelve credit hours of study must be taken in a cognate area (e.g., neuroscience, family therapy, or developmental psychology) outside the student's major discipline. Graduates will be prepared to provide, and to teach others to provide, optimal physical therapy services in an educational environment.

Preservice Preparation to Serve Multihandicapped Infants

Infant Personnel Preparation Grant — Funding Period: 1986-89
Principal Investigator: Verna Hart — Telephone: (412) 648-7449
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)

TARGET OF TRAINING: Students who plan to work with multihandicapped infants.
TRAINING PROGRAM: The project trains personnel to work with multihandicapped infants who were born at the very early stages of premature development. These infants exhibit a variety of medical problems and handicapping conditions, including cerebral palsy, retinitis of prematurity, and severe to profound mental retardation, and must be monitored, suctioned, and oxygenated to maintain their lives. Training involves a hands-on, carefully supervised approach. A transdisciplinary model is used, with neurodevelopmental techniques and research findings as the basis for intervention. Practica are carried out in hospital-based, home-based, and center-based settings.

Preparation of Special Educators

Preparation of Special Educators Grant
Principal Investigator: Hiram L. McDade
Fiscal Agency: University of South Carolina (Columbia, SC)

Funding Period: 1988-91
Telephone: (803) 777-4813

TARGET OF TRAINING: Graduate students in audiology and speech-language pathology.
TRAINING PROGRAM: The project will modify the academic curriculum and clinical practicum experiences of the Department of Communicative Disorders to provide participants with a special emphasis on the assessment and treatment of speech, language, and hearing problems in infants, toddlers, and preschoolers. During the first year of the project, the Department will develop new and expand existing interdisciplinary diagnostic clinics and pragmatically based early intervention programs. These programs will be designed to train graduate students to work with young handicapped children and their families and to work collaboratively with professionals from other disciplines. The second and third years of the project will focus upon recruitment of graduate students and evaluation of the program's impact.

Enhancing the Capacity of Physicians, Nurses, and Social Workers to Provide Related Services to Newborn and Infant Handicapped Children

Infant Personnel Preparation Grant
Principal Investigator: Wesley Brown
Fiscal Agency: East Tennessee State University (Johnson City, TN)

Funding Period: 1986-89
Telephone: (615) 929-5849

TARGET OF TRAINING: Professionals in the area of medicine, nursing, social work, and related services.
TRAINING PROGRAM: The program prepares health and related services personnel to serve moderately to severely handicapped infants and toddlers, birth to age 3 years. Level I trainees receive special education training as a 10-hour instructional block within an existing required course. Instruction covers identification of potential handicaps, screening, legal rights of handicapped children and families, and information on community resources. Level II trainees receive intensive instruction (a one-month, full-time commitment for medical students; a three semester hour course for nursing and social work students) in intervention strategies and work directly with children and families in the Child Study Center, under the supervision of staff teachers, counselors, and therapists. The parent of a handicapped child is employed by the program to work with trainees on developing effective and productive relationships with children and families.

Rural Infant Intervention Specialist Project (RIISP)

Infant Personnel Preparation Grant — Funding Period: 1987-90
Principal Investigator: Dean Richey — Telephone: (615) 372-3555
Fiscal Agency: Tennessee Technological University (Cookeville, TN)

TARGET OF TRAINING: Graduate students in early childhood special education.
TRAINING PROGRAM: The program employs an interdisciplinary model, with coursework and activities provided cooperatively by Early Childhood and Home Economics (Child and Family) Departments. The two-year training sequence combines coursework with field-based practica in a variety of settings involving both handicapped and nonhandicapped children. Particular emphasis is placed on the special concerns associated with planning, implementing, managing, and evaluating service delivery programs in rural, sparsely populated areas. The two-year training sequence leads to a master's degree in special education and is consistent with early childhood special education certification and program standards for Tennessee.

Texas Tech Infancy Training Program

Infant Personnel Preparation Grant — Funding Period: 1987-90
Principal Investigator: Maury Martinez — Telephone: (806) 354-5433
Fiscal Agency: Texas Tech University Health Sciences Center (Amarillo, TX)

TARGET OF TRAINING: Special educators and related services personnel (nurses, occupational/physical therapists, speech/language therapists, psychologists) who will provide direct early intervention services to at-risk and handicapped infants.
TRAINING PROGRAM: The project has two goals: 1) to train infant stimulation personnel to conduct effective intervention programs for handicapped and at-risk infants in hospitals, pediatric clinics, community-based educational programs and other services agencies; and 2) to provide health professionals with an opportunity to participate with infant stimulation personnel in an interdisciplinary setting. Infancy trainees interact in clinical settings with a variety of health-related professionals and participate in a series of interdisciplinary seminars. Trainee competencies focus on assessment, intervention, integration, family support, and issues specific to minorities. The project will fund 15 full-time infancy traineeships through Texas Tech University's Department of Pediatrics; 180 nonpaid, part-time trainees also will participate in the infancy training seminar series and limited practicum experiences. The program will be evaluated using the Discrepancy Evaluation Model (DEM).

A Proposal to Prepare Early Childhood Special Educators to Teach in the Least Restrictive Environment

Preparation of Special Educators Grant — Funding Period: 1987-90
Principal Investigator: Sarah Rule — Telephone: (801) 750-1987
Fiscal Agency: Utah State University (Logan, UT)

TARGET OF TRAINING: Undergraduate and graduate students in early childhood special education.
TRAINING PROGRAM: The project will prepare students to become certified early childhood special educators, at the bachelor's or master's level. The training program is organized into seven content areas: 1) normal and atypical growth and development; 2) assessment and skill evaluation; 3) service delivery--program and interagency resources; 4) instructional methods; 5) curriculum; 6) development and implementation of individual education programs and individual family service plans; and 7) parental communication and working with families. To acquire competencies in these areas, students will be required to complete courses in special education, psychology, family and human development, and elementary education. The project will develop two new courses: Early Education in the Least Restrictive Environment, and Tutorial and Group/Individualized Instruction in Early Education, course which incorporates videodisc simulations. Practicum sites will include mainstreamed and reverse mainstreamed classrooms.

Early Childhood Special Education: Satellite Site

Preparation of Special Educators Grant — Funding Period: 1987-90
Principal Investigator: Karla Hull — Telephone: (802) 223-8766
Fiscal Agency: Vermont College, Norwich University (Northfield, VT)

TARGET OF TRAINING: Teachers seeking new endorsement as Teacher of the Handicapped: Essential Early Education; individuals with at least a bachelors degree seeking first-time certification; Essential Early Education aides working toward an associate or bachelors degree; and parents, volunteers, and professionals in related fields who seek skills in working with young special needs children.
TRAINING PROGRAM: The project will expand the model of personnel preparation in Early Childhood Special Education program at Vermont College to include an outreach component for persons residing in rural areas. Two outreach satellite sites will be developed, linked to adult education programs in Nursing and Alternative Education. The preservice program includes extensive coursework and practicum experiences, and leads to certification in Early Childhood Special Education.

Preparing Early Intervention Specialists to Serve Newborn and Infant Children at Risk or with Identified Handicaps and Their Families within Rural Vermont

Infant Personnel Preparation Grant — Funding Period: 1988-91
Principal Investigator: Wayne Fox — Telephone: (802) 656-4031
Fiscal Agency: Center for Developmental Disabilities, University of Vermont (Burlington, VT)

TARGET OF TRAINING: Professionals in psychology, special education, early childhood, speech/language pathology, physical therapy, occupational therapy, nursing, and social work who have a minimum of two years' experience working with young children and families.
TRAINING PROGRAM: The project will offer a 30-credit hour competency-based, interdisciplinary preservice program to train Early Intervention Specialists to serve newborns and infants who are at risk or have identified handicaps, and their families. Each trainees will participate in year-long practicum experiences concentrating on family-focused interventions for newborns and infants. These practica will be conducted in cooperation and collaboration with the Medical Center Hospital of Vermont's Newborn Intensive Care Unit and local and state programs. Interdisciplinary coursework will be designed to extend and supplement practicum experiences. Graduates will be prepared to provide individualized, family-focused interventions; implement individualized, family-focused services across a variety of service settings; and work with other agencies and disciplines to establish, coordinate, and evaluate service delivery systems within Vermont's rural communities. Training leads to a master's degree in education or a Certificate of Advanced Study.

Development and Expansion of a Field-Based Graduate Training Program in Early Childhood Special Education

Preparation of Special Educators Grant — Funding Period: 1988-91
Principal Investigator: Jennifer Kilgo — Telephone: (804) 367-1305
Fiscal Agency: School of Education, Virginia Commonwealth University (Richmond, VA)

TARGET OF TRAINING: Graduate students who have undergraduate degrees in early childhood or special education, or who plan to complete certification in early childhood or special education after enrollment.
TRAINING PROGRAM: The program will prepare educators to serve young children who have or are at risk for handicaps, and their families. The program will offer sequenced, field-based graduate training for early childhood special educators specializing in infant/family services (0-2) and for those specializing in services for preschool children (2-5). Trainees will complete a 45-credit-hour program composed of coursework, seminars, program tasks (competencies), and supervised field-based experiences. Students may enroll on a full-time (4 semesters) or part-time (6 semesters) basis. The preschool specialization meets Virginia Department of Education standards, and the infant/family specialization meets current state guidelines for infant interventionists. Other project activities include systematic evaluation of the training program, coordination and expansion of the Virginia Institute of Higher Education Training Council, and dissemination of project information.

A Field-Based Graduate Training Program in Infant Family Services

Infant Personnel Preparation Grant — Funding Period: 1988-91
Principal Investigator: Jennifer Kilgo — Telephone: (804) 367-1305
Fiscal Agency: Virginia Commonwealth University (Richmond, VA)

TARGET OF TRAINING: Educators from various backgrounds who are employed by public and private agencies that serve infants who are handicapped or at risk, and their families.
TRAINING PROGRAM: The project will offer a competency-based graduate training program to prepare early childhood special educators as direct service providers in a variety of settings for infants and families. Trainees will complete a 45-credit hour graduate program on a part-time basis (over two years). The program consists of coursework, seminars, program tasks (competencies), and sequenced field-based experiences. A minimum of 250 hours of closely supervised field placements will be required. The program leads to an M.Ed., with certification for teaching handicapped preschoolers (age 2 to 5 years). Other project activities include systematic evaluation of the training program, coordination and expansion of the Virginia Institute of Higher Education Training Council, and dissemination of project information.

Newborn/Infant Special Education and Related Services

Infant Personnel Preparation Grant — Funding Period: 1986-89
Principal Investigator: Bernadine Clarke — Telephone: (804) 786-4572
Fiscal Agency: Virginia Commonwealth University (Richmond, VA)

TARGET OF TRAINING: Graduate students in special education, nursing, social work, occupational therapy, and physical therapy who are in the second year of their respective master's degree programs.
TRAINING PROGRAM: The project provides interdisciplinary preservice education focusing on intervention with handicapped and at-risk infants and their families. The competency-based curriculum builds on the professional training each student receives in the first year of graduate study. Courses focusing on the infant address infant development and assessment, family dynamics, intervention strategies, and a supervised clinical practicum at a site offering an interdisciplinary approach. Interdisciplinary seminars also are offered. Internal and external evaluations assess student, program, and community impact. The Virginia Institute for Developmental Disabilities and the Schools of Education, Nursing, Social Work, and Allied Health are participants in this cooperative training project.

Occupational Therapy Training in Early Intervention Services

Infant Personnel Preparation Grant — Funding Period: 1988-91
Principal Investigator: Elizabeth Kanny — Telephone: (206) 545-7411
Fiscal Agency: Department of Rehabilitation Medicine, University of Washington (Seattle, WA)

TARGET OF TRAINING: Pediatric occupational therapists who have a bachelors degree and certification; a minimum of one year of clinical practice is preferred.
TRAINING PROGRAM: The project offers an infant specialization track within the existing graduate program in occupational therapy, to prepare pediatric occupational therapists to work with high-risk and handicapped infants in such settings as early intervention programs and high-risk follow-up clinics. In addition to core courses in the regular graduate program, the infant specialization track will add four courses related to infant assessment and intervention, drawing on various educational and medical disciplines: therapeutic intervention for infants at risk or with handicaps; research seminar in early identification and early intervention; applications of measurement systems (adapted for the infant track); and interventions with families or family adaptation. Students will participate in a practicum focusing on assessment of high-risk infants and a practicum on intervention with infants with handicaps. Each practicum will be designed to include specific learning objectives to meet course competencies, and will be evaluated through on-site supervision, videotaped feedback sessions, and clinical evaluation of student performance. Students may enroll on a full- or part-time basis.

Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Handicapped Children

Infant Personnel Preparation Grant — Funding Period: 1987-90
Principal Investigator: Rebecca Fewell — Telephone: (206) 543-4011
Fiscal Agency: University of Washington (Seattle, WA)

TARGET OF TRAINING: Graduate students in early childhood special education.
TRAINING PROGRAM: The project offers a masters-level training program to prepare students to meet the specialized needs of handicapped and at-risk children, birth to age 3 years. The early childhood infancy specialist program emphasizes development in the early years of life, the role of the family in the child's development, effective interventions, and the interdisciplinary nature of service delivery to infants and young children. Competencies addressed include typical and atypical development, screening and assessment, program implementation, interdisciplinary cooperation, family systems, and the transactional approach. Practicum placements offer trainees experience in demonstration programs for infants and their families and in community programs.

Preparation of Special Educators: Early Childhood

Preparation of Special Educators Grant — Funding Period: 1988-91
Principal Investigator: Eugene Edgar — Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)

TARGET OF TRAINING: Early childhood special educators at the graduate level.
TRAINING PROGRAM: The project will develop a 40- to 50-hour masters program to prepare early childhood special educators to meet the needs of children, birth to age 6 years, who are handicapped or at high risk. The program will emphasize the importance of the early years in the child's development; the effectiveness of interventions; the role of the family in the child's development; and the interdisciplinary nature of service delivery for infants and young children. Students will be expected to demonstrate competencies in child assessment, teaching skills, educational environment, behavior management, monitoring child progress, communication with parents, and interdisciplinary service delivery. Practicum placements will offer trainees experience in demonstration and community programs, including least restrictive environment settings. Coursework has been updated to respond to field needs that are affected by P.L. 99-457 and new research. Students will become familiar with alternative curricula and instructional strategies.

A Preservice Interdisciplinary Model: Birth to Five Years--Hearing-Impaired Children and Their Families

Special Projects Grant — Funding Period: 1987-90
Principal Investigator: Marie Thompson — Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)

TARGET OF TRAINING: Graduate students from special education--hearing impairment, speech/language pathology, audiology, social work, and educational psychology.
TRAINING PROGRAM: The project provides an interdisciplinary, family systems approach to service delivery for young hearing-impaired children and children with related disorders, and their families. Students from the five disciplines will spend one year together taking courses outside their own disciplines participating in a weekly interdisciplinary seminar, and completing practicum assignments in a variety of service settings and agencies. The interdisciplinary year is designed to promote team-building and an appreciation for the contributions of different disciplines. During the second year, the project will initiate a summer workshop for approximately 25 field-based practitioners who wish to expand their interdisciplinary skills and improve their understanding of a family systems approach to service. The training program is designed to prepare students to serve as members of multidisciplinary teams for service provision or to pursue academic teaching careers.

Early Intervention Special Education: Training Quality Preservice Teachers

Preparation of Special Educators Grant — Funding Period: 1987-90
Principal Investigator: Wilfred Wienke — Telephone: (304) 293-3450
Fiscal Agency: College of Human Resources and Education, West Virginia University (Morgantown, WV)

TARGET OF TRAINING: Educators at the graduate level.
TRAINING PROGRAM: The 30-hour certification program consists of courses in child development, early education, assessment, educational programming, parent/professional relations, program management, physical handicaps, and language intervention. Through pretests on course competencies and self-assessments, each course is individualized for each trainee. Training is conducted in group sessions held at various locations in the state, and includes lectures, discussions, analyses of videotapes and other audiovisual materials, role-playing and simulation, and group projects. Practicum experiences are competency-based and may be completed on-the-job, if students hold an appropriate position. Trainees will be prepared to serve young children with handicaps and their families in self-contained classrooms, mainstreamed classrooms, and clinic- and home-based programs. Students can choose to receive either a masters degree or certification in preschool handicapped. The project also will train regional trainers throughout the state to assist faculty in delivery of coursework and to provide technical assistance to students during practicum experiences. To qualify as a regional trainer, candidates must have a masters degree and preschool handicapped certification, and at least 5 years of experience.

Personnel Preparation--Preschool Handicapped

Preparation of Special Educators Grant — Funding Period: 1987-90
Principal Investigator: Bob Angle — Telephone: (304) 696-2340
Fiscal Agency: College of Education, Marshall University (Huntington, WV)

TARGET OF TRAINING: Certified teachers and related services personnel who work with young handicapped children.
TRAINING PROGRAM: The project will develop, implement, and evaluate a preservice program in early childhood special education to provide services to preschool children, age 3 to 5 years. The program will train teachers and specialists from related fields in the skills needed to work with preschool children with handicaps, with special attention to serving children in rural areas. Training leads to a masters degree in special education. Teachers already certified in other fields will complete 30 hours of coursework with practicum experiences. Students from fields other than education will complete 39 hours of coursework and practicum experiences leading to a restricted endorsement for preschool handicapped.

Project TRAIN (Training Rural Area Interventionists to Meet Needs)

Rural Special Projects Grant
Principal Investigator: Barbara Reid
Fiscal Agency: University of Wisconsin (Whitewater, WI)

Funding Period: 1988-91
Telephone: (414) 472-5808

TARGET OF TRAINING: Early childhood special education professionals with EC:EEN (Early Childhood: Exceptional Educational Needs) certification an experience in working with the 3-to-5 population.

TRAINING PROGRAM: The project will provide a preservice training program for professionals interested in working in rural areas with children, birth through age 5 years, and their families. The program is based on 50 competencies that outline the roles of early interventionists in rural areas. These roles include a) direct service provider to children, birth through age 2 years, and their families; b) transdisciplinary team member and facilitator; c) early interventionist for the birth through 5 population; d) community networker; e) leader in providing training, supervision, and advocacy; and f) director of own professional development. Training combines coursework, opportunities for fieldwork, and graduate practica experiences in a variety of settings, and leads to a master's degree. The program will be integrated into the existing curriculum of the Department of Special Education. A performance evaluation instrument will be developed to assess trainee competence in fieldwork and practicum experiences. A resource manual on the role of the early interventionist in rural areas will be developed and disseminated in a training institute for direct service providers during the project's third year.

Developing Social Skills in Young Handicapped Children

Field Research Project
Principal Investigator: Bruce Baker
Fiscal Agency: University of California (Los Angeles, CA)

Funding Period: 1986-89
Telephone: (213) 825-9176

PURPOSE: To enhance social skills in preschool children, age 3 to 6 years, who are developmentally delayed.
METHOD: This three-year research project has as its goal to provide parents with useful methods for helping their handicapped children relate better to nonhandicapped peers in social situations. The project is being conducted in three overlapping stages: basic research, family intervention, and program dissemination. Stage 1 involved basic studies to identify social skill deficits and family influences. During Stage 2, a parent training program directed at social skill enhancement was developed, implemented, and evaluated. During Stage 3, the project will produce a social skills training package for wider dissemination to parents.

Development of Informational Products to Enhance the Supply and Usage of Respite Care

Small Business Innovative Research
Principal Investigator: Carol Chetkovich
Fiscal Agency: Berkeley Planning Associates (Oakland, CA)

Funding Period: 1988-89
Telephone: (415) 465-7884

PURPOSE: To investigate the information and support needs of three potential audiences: families of children with disabilities; respite providers; and referral agencies.
METHOD: During the first phase of the project, current models of respite services for families of children with disabilities were classified, with emphasis on effective and innovative practices. Project staff consulted with a variety of referral agencies, consumers, program operators, and funding sources in order to identify the information needs of these groups regarding respite care. Based on this information, the project determined the types of information products respondents desired, costs of developing these products, and the most beneficial and economical formats for the products. During Phase II, the project will develop a videotape and written materials that can be used to inform parents, professionals, policymakers, and the general public about respite services. The tape will address different kinds of respite programs, some of the challenges and barriers families face in accessing services, and how families locate and use respite services. Supplementary written materials will include such information as annotated lists of organizations and resource literature, descriptions of exemplary programs, and examples of how state service systems are organized.

Intensive Behavioral Treatment for Young Developmentally Delayed Children

Field Research Project — Funding Period: 1987-90
Principal Investigator: Ivar Lovaas — Telephone: (213) 825-2319
Fiscal Agency: California Department of Psychology

PURPOSE: To enhance the intellectual, educational, and social skills of young developmentally delayed children, so that they can take better advantage of the educational opportunities provided for them in the public schools.
METHOD: The investigation is modeled after a recently completed National Institute of Mental Health (NIMH) study at UCLA, which found that intellectual, educational, and social skills in preschool autistic children could be improved substantially through a behavior modification intervention. Subjects for the current study are developmentally delayed preschool children, age 42 months or younger at intake into the program. Trained student teachers will work with the child in the child's home, assisted by the child's parents, peers, and regular teachers, who also will be taught to provide the treatment. The intensive, comprehensive, behaviorally based intervention program will focus on interrelated areas of functioning and will contain steps that enable the child to transfer from the treatment program to the public schools. Treatment will continue for three years and will be phased out as the child becomes able to function in normal school settings.

Parents and Integration: Reclaiming the Vision

Innovative Research Project — Funding Period: 1988-89
Principal Investigator: Barbara Buswell — Telephone: (719) 531-9400
Fiscal Agency: Parent Education and Assistance for Kids (PEAK) (Colorado Springs, CO)

PURPOSE: To assist the families of children with severe needs to reclaim their vision of what is possible for their children, through the development of specific resources that enable parents to advocate for more complete integration of their children into school, family, and community life.
METHOD: The project will develop three modules, directed to parents: 1) an integration module, describing the process of integration using neighborhood schools as the basis; 2) a change module, describing ways to facilitate the process of integration in local schools and effective approaches to administrators and educators; and 3) a friendship module, moving beyond the school and in to the community and providing information on informal ways to facilitate integration (such as through birthday parties). These resources will be used with parents directly and with other parent training and information centers through a trainer-of-trainers model. The resources also will be disseminated nationwide to appropriate organizations and agencies assisting parents of children with severe disabilities around integration issues and through a national parent training conference. The project will conduct evaluations of changes in parental attitudes through pre and post testing using a Likert Scale. The project also will publish a book, based on interviews with 10 to 15 families, that will describe in narrative, anecdotal form these families' experiences with integration.

Pediatric Research and Training Center

Research and Training Center — Funding Period: 1984-89
Principal Investigator: Mary Beth Bruder — Telephone: (203) 674-1485
Fiscal Agency: University of Connecticut. Health Center (Farmington, CT)

PURPOSE: To meet the needs of disabled and at-risk children, birth to age 5 years, by the development of comprehensive and integrated programs that are family- and community-centered.
METHOD: The Pediatric Research and Training Center (PRTC) is engaged in five activities. The Family Empowerment Project provides training and assistance to families and helps to develop and improve parent/professional partnerships. Part of this project is the Connecticut Coalition for Families with Children with Disabilities. PRTC's NICU Follow-up involves two research studies on outcomes for families with infants who have spent time in neonatal intensive care: a study of the effects of NICU stay on Puerto Rican families, and a study of support systems for the transition from hospital to home. The Integration of Young Children with Disabilities Project provides training and on-site technical assistance in working with children with developmental disorders for staff of publicly funded day care centers. Three national surveys will be conducted on the impact of P.L. 99-457, addressing service providers, families, and pediatricians. PRTC also provides interdisciplinary training in two areas: transition from NICU to community services (for nurses from hospital nurseries and community agencies who work with high-risk infants); and family-centered services (for occupational and physical therapists and nurses in early intervention programs). PRTC collaborates with local, regional, and state agencies.

Development of Materials about Respite Care for Families Who Have Children with Disabilities or Chronic Illnesses

Small Business Innovative Research — Funding Period: 1988-89
Principal Investigator: Ruth Hubbell — Telephone: (202) 842-7600
Fiscal Agency: CSR, Inc. (Washington, DC)

PURPOSE: To develop guide materials that will discuss how to use respite services, how to train respite providers in particular family issues, and how to locate possible sources of funding for respite care.
METHOD: During Phase I, the project collected information from families of children with various disabilities and from respite providers, using a focus group qualitative research approach. Focus groups were convened in three locations: Washington, DC; San Antonio, TX; and Omaha, NE. The project subcontracted with the Association for the Care of Children's Health (ACCH) for consultation on family-centered respite care issues and for better access to families of children with disabilities or chronic illness. Family participants were drawn from both urban and rural areas, and represented diverse ethnic, racial, and cultural backgrounds. The materials were pilot-tested with selected families and respite service agencies to determine their readability and usefulness. The project has developed and will disseminate *Respite Care: A Guide for Parents.*

Beach Center on Families and Disability

Research and Training Center — Funding Period: 1988-93
Principal Investigator: Ann Turnbull — Telephone: (913) 864-7604
Fiscal Agency: Bureau of Child Research, University of Kansas (Lawrence, KS)

PURPOSE: To provide research, training, and dissemination on life-span issues related to the needs of families of children with disabilities; to investigate the impact of disabilities on families and family functioning; and to translate these findings into policy that supports efficacious intervention strategies.
METHOD: The center's research covers a wide range of disabilities and the full spectrum of needs that families of children with disabilities face. Studies involving young children include development and evaluation of model practices for creating individualized family service plans; how to identify family strengths, needs, and preferences, focusing on families of infants and toddlers; identification of model programs for technology-dependent children and analysis of the policy, funding, and professional barriers which families confront in accessing appropriate support in home and community; policy research on "permanency planning" (procedures to ensure that families have support to keep their families intact and at home rather than institutionalized); and a national survey of parent-to-parent support programs and services. The project is developing a value-based research-oriented, interdisciplinary doctoral program in family systems and disabilities.

Decision-Making in the Treatment of Newborns with Disabilities

Field Research Project — Funding Period: 1987-89
Principal Investigator: Daryl Evans — Telephone: (913) 864-3943
Fiscal Agency: Bureau of Child Research and Department of Sociology, University of Kansas (Lawrence, KS)

PURPOSE: To study decision-making related to medical treatment for infants with disabilities, in order to develop a better knowledge base about the kinds of support that parents, physicians, nurses, and others need as participants in treatment/nontreatment decisions.
METHOD: This project builds on an NIHR study that dealt with the roles of physicians and parents in treatment decisions. The current project examines the role that registered nurses who work with infants with spina bifida play in the decision-making process regarding treatment, and ascertains the views of young adults with spina bifida regarding the consequences of such decisions on their lives and the lives of their families. Qualitative and quantitative data will be collected and analyzed. The project will develop and disseminate didactic information designed to facilitate communication among persons with spina bifida, parents of children with spina bifida, physicians, nurses, and others.

Investigation of the Impact of Perceptions on Families Who Have Children with Mental Retardation

Field Research Project — Funding Period: 1987-90
Principal Investigator: Ann Turnbull — Telephone: (913) 864-4950
Fiscal Agency: Bureau of Child Research, University of Kansas (Lawrence, KS)

PURPOSE: To study the relationship of four types of perceptions (attribution of the cause of the child's mental retardation; perception of positive benefit of the child to self and others; comparison of the child to others and feeling favorable about the child; and perception of control over future events) to the stress and well-being of families of persons with mental retardation; and to compare parents' perceptions to those of professionals working with these families.
METHOD: During Phase I, project staff developed measures of the four types of perceptions, based on a factor analysis study of 350 families. During Phase II, the project conducted a validation study to determine the relationship of these measures to family stress and well-being. Surveys were sent to 2700 families nationwide; the focus was full life cycle, and both handicapped and nonhandicapped persons were consulted. Phase III will focus on families of children, birth through age 5, who have mental retardation and who are enrolled in early intervention services; and on the professionals who work with these families (e.g., psychologists, occupational therapists, speech/language therapists, special educators). The project will conduct face-to-face interviews with parents, to get open-ended responses as well as responses to the measurement instrument. Professionals working with subjects will be asked to rate parents, using the measurement instrument. The responses of parents and professionals will be compared.

Adaptation of the Functional Independence Measure (FIM) for Use with Infants and Children

Field Research Project — Funding Period: 1988-91
Principal Investigator: Stephen Haley — Telephone: (617) 956-5031
Fiscal Agency: New England Medical Center Hospitals (Boston, MA)

PURPOSE: To adapt the Functional Independence Measure (FIM) for use with children birth to age 7 years; and to add age-relevant content to the instrument.
METHOD: The goal of the project is to produce a diagnosis-independent method of measuring the functional status and progress of infants, toddlers, and young children. Research will be conducted in three phases. During Phase I, the FIM will be revised and adapted for use with young children. The revised tool will be checked for reliability and validity. During Phase II, the revised FIM will be normed with nonhandicapped children. Phase III will test the ability of the revised FIM to measure change over time. The revised instrument will be tested on a sample population of five groups of 20 children, birth to age 7 years, who have genetic disorders, cerebral palsy, juvenile arthritis, spinal cord injury, or traumatic head injury. These subjects will be used to norm the instrument for use with young children with handicaps, and to further study the validity, reliability, and precision of the instrument.

Educating Informed Consumers: A National Survey of Families' Knowledge Concerning Respite Services

Small Business Innovative Research — Funding Period: 1988-89
Principal Investigator: James Knoll — Telephone: (617) 876-0426
Fiscal Agency: Human Services Research Institute (Cambridge, MA)

PURPOSE: To determine the scope of knowledge which caregivers have about respite services; and to ascertain what caregivers need to know to become more effective consumers of these services.
METHOD: The project is based on the premise that primary caregivers should play a major role in designing, managing, and monitoring services which support children with disabilities and their families. During Phase I, the project conducted a national survey and a review of professional literature to determine information needs of caregivers and identify resources helpful in developing materials for nonprofessionals. Based on this information the project identified a need for materials that include a wider focus on family support, beyond respite services alone. Proposed products for Phase II include two manuals (systems change and management of services in the home); a newsletter, to be published in conjunction with *Exceptional Parent* and UCPA; and a videotape, which can be used by agencies with low-income families of children with disabilities. Products will be developed by parents, with assistance from the project. The project also will extend its survey to cover underrepresented populations, including families of children with chronic illness and families of children with severe emotional disturbances.

Financing Home Care for Seriously Disabled and Chronically Ill Children

Research and Demonstration Project — Funding Period: 1986-89
Principal Investigator: Valerie Bradley — Telephone: (617) 876-0426
Fiscal Agency: Human Services Research Institute (Cambridge, MA)

PURPOSE: To identify exemplary models that enable children with serious disabilities or chronic illness to remain in the home rather than being placed in an institutional setting.
METHOD: The project will identify current resources for home care, exemplary projects that feature public/private partnership, and social and financial policies in the public and private sectors that support rather than supplant the resources of the family as the primary caregiver. Attention will be paid to components of a family support system, including financing, case management, quality assurance, service coordination, and parent networking. The project will sponsor a national conference for parents and professionals, "Celebrating the Family: Enhancing the Lives of Children with Chronic Disabilities," to explore strategies for implementing change and affecting policies. Products include an annotated bibliography on home care, and a manual on financing home care which addresses a variety of public and private resources. The project also is developing a monograph on family support programs for children with severe emotional disabilities, and preparing a qualitative analysis based on interviews with 100 families nationwide who care for their children at home.

Normalizing the Social Behavior of Children with Autism

Field Research Project
Principal Investigator: Gail McGee
Fiscal Agency: University of Massachusetts (Amherst, MA)

Funding Period: 1988-91
Telephone: (413) 545-0549

PURPOSE: To launch a comprehensive study of the definition, assessment, and treatment of the severe social disabilities associated with autism.
METHOD: The project will study the impact of early intervention and early integration on the social behavior of children with autism. Subjects include 15 children, age 2 to 6 years, in an integrated preschool setting; 7 of these children have been diagnosed as autistic. Three concurrent, complementary research tracks are planned. An in-depth description of the ongoing social behavior of typical children and children with autism will provide an operational definition of complex social behavior and a database on developmental trends. Multidisciplinary expertise will contribute input from diverse perspectives to the development of comprehensive measures for assessing social behavior in young children. The boundaries of social integration technology will be extended by remediating core social deficits of autism with procedures that promote normalized social development.

Rehabilitative and Developmental Care of Very Low Birthweight (VLBW) Newborns at High Risk for Chronic Lung Disease and Intraventricular Hemorrhage

Field Research Project
Principal Investigator: Heidelise Als
Fiscal Agency: Children's Hospital (Boston, MA)

Funding Period: 1987-90
Telephone: (617) 735-8249

PURPOSE: To test a clinically feasible model of implementing individualized, behaviorally based care of very high-risk, persistently acutely ill preterm infants in the neonatal intensive care unit (NICU).
METHOD: The project will test the NIDCAP (Neonatal Individualized Developmental Care and Assessment Program) Training Model, a 24-hour comprehensive, family-oriented, behaviorally based intervention which is tailored to the stress threshold and level of self-regulation of the individual infant. Subjects are a random sample of 40 infants under 32 weeks gestational age at birth (under 1250 grams) who require incubation within 3 hours of delivery; 20 infants will receive the intervention and 20 will comprise the control group. Infants receiving intervention will be assigned to the care of behaviorally trained primary nursing teams at the Brigham and Women's Hospital NICU. Infant outcomes will be assessed. The project also will assess at age 3 years a group of 38 subjects from a previous study, 20 of whom received the intervention, to determine whether any developmental or medical advantages are maintained. The model has been implemented at four hospitals (Children's Hospital, Oklahoma City, OK; Oakland Children's Hospital, Oakland, CA; University of Arizona Medical Center, Tucson, AZ; and Wake Medical Center, Raleigh, NC), and is being implemented at two additional sites.

Serving Children with AIDS: Developing a Family and Community Service Protocol

Innovative Research Project — Funding Period: 1989
Principal Investigator: Geneva Woodruff — Telephone: (617) 783-7300
Fiscal Agency: South Shore Mental Health Center (Brighton, MA)

PURPOSE: To compile and disseminate national information on community-based services and programs for HIV-infected children and their families; to convene a two-day workshop meeting on current practice and on the service protocol; and to develop and field test a service protocol for HIV-infected children and their families at three agencies that currently serve or plan to serve this population.
METHOD: The meeting will provide an opportunity for policymakers, researchers, and direct service providers from medicine, allied health, social services, and education to offer input and feedback on the service protocol. Field test sites for the service protocol include the early intervention program of Children's Hospital of New Jersey in Newark, NJ; the Robert Wood Johnson Foundation's STAR Program of Boston, MA; and Herbert G. Birch Community Services, Inc., of Brooklyn, NY. Information collected through the field test will be shared at the national conference and through newsletters and computerized information services. The field test also will result in a policies and procedures service manual addressing services for HIV-infected children and their families. The manual will be available for use by agencies that serve or plan to serve this population.

Linking Research and Intervention: A Study of the Cognitive, Psychosocial, and Neurological Development of Extremely Low Birthweight Preterm Infants

Field Research Project — Funding Period: 1986-89
Principal Investigator: Samuel Meisels — Telephone: (313) 764-2443
Fiscal Agency: Center for Human Growth and Development, University of Michigan (Ann Arbor, MI)

PURPOSE: To study the cognitive, psychosocial, and neurological growth of extremely low birthweight (ELBW) infants; and to translate these findings into intervention strategies for use with ELBW infants in the future.
METHOD: The project focuses on infants at severe biological and caregiving risk due to extreme prematurity (birthweight below 1250 grams) and concomitant long-term neonatal hospitalization. Children will be studied through adolescence. The initial phase of the project will follow infants from birth through 19 months corrected aged. Risk factors to be studied include birthweight above and below 1000 grams, neonatal morbidity and recovery, severity and course of respiratory illness, and impact of ELBW on the central nervous system. Dependent variables include comprehensive measures of neurological, cognitive, language, motor, and psychosocial development, with major focus on the child's adaptive functioning within the context of the immediate family and the family's network of social support. Thirty full-term infants will constitute a normative contrast group.

The Identification and Analysis of Barriers to the Development of Community-Based Networks of Early Intervention Services

Fellowship — Funding Period: 1988-89
Principal Investigator: Daniel Winchester — Telephone: (212) 430-2325
Fiscal Agency: Rose F. Kennedy Center, Albert Einstein College of Medicine (Bronx, NY)

PURPOSE: To identify and analyze those barriers that impede the implementation of comprehensive, coordinated, multidisciplinary, community-based early intervention services, as required by P.L. 99-457.
METHOD: The project will be designed and conducted in the context of a statewide technical assistance effort, coordinated by the Rose F. Kennedy Center, University Affiliated Program, Albert Einstein College of Medicine of Yeshiva University. Through this technical assistance effort, community providers, professionals, parents, and others concerned with early intervention services will convene in each of the state's 11 designated regional planning areas to identify existing barriers and develop plans for their resolution. Policy recommendations of local, regional, state, and national significance will be developed, based on descriptive and quantitative analyses of the data collected.

Model Family-Professional Partnership Interventions for Childhood Traumatic Brain Injury Survivors

Research and Demonstration Project — Funding Period: 1988-91
Principal Investigator: Pamela Burns — Telephone: (518) 434-3037
Fiscal Agency: New York State Head Injury Association (Albany, NY)

PURPOSE: To develop and evaluate techniques for family involvement in the treatment, educational, and/or rehabilitation process for children, birth to age 16 years, with traumatic brain injury (TBI); to assess incentives and disincentives to family involvement; and to help families develop coping skills for dealing with the social, economic, and psychological impacts of TBI.
METHOD: The project, which is the first of its kind in the United States, will undertake a series of related studies. The project will replicate components of previous surveys of TBI outcomes and family coping, and will conduct an ongoing survey of 180 families of children with TBI, with attention to the three critical stages of recovery. The project will attempt to identify and extrapolate from successful practice in other fields by conducting integrative reviews of family-based interventions. Selected families and professionals will be involved in a nominal group process to adapt potentially helpful family-based intervention models from other disciplines for use with families of childhood TBI survivors. The project will evaluate the benefits and costs of the New York State Head Injury Association's FACTS (Family Advocacy, Counseling, and Training Services) Project, a model of parent-professional partnership which provides crisis intervention and family support. Research findings and training materials will be disseminated.

Parent Involvement Project: A Multi-Site Outreach Model for Low-Income Black Parents of Children with Disabilities

Innovative Research Project — Funding Period: 1988-89
Principal Investigator: Suzanne Brown — Telephone: (315) 478-1462
Fiscal Agency: Parents Information Group for Exceptional Children (Syracuse, NY)

PURPOSE: To bring low-income black parents of children with disabilities into the special education decision-making process.
METHOD: The project will implement a multi-site outreach effort utilizing existing leadership structures within the black community. Small discussion groups and parent support groups to provide information to parents will be developed, and a community-wide media campaign will be conducted to raise awareness in the black community regarding disability issues and special education. Resource materials used will be culturally appropriate and reading-level appropriate. Through a cooperative arrangement with the Division of Special Education at Syracuse University, the project will conduct evaluations of the outcome of these outreach strategies, the use of resource materials, and the participation of low-income black parents in the special education process.

Parents as Milieu Language Teachers: Research on Strategies for Training Parents and Parent-Trainers

Field Research Project — Funding Period: 1987-90
Principal Investigator: Ann Kaiser — Telephone: (615) 322-8186
Fiscal Agency: Vanderbilt University (Nashville, TN)

PURPOSE: To examine the effects of milieu teaching by parents on the long-term language gains of their young handicapped children; to investigate training professionals and paraprofessionals to train parents in milieu teaching procedures; and to examine independent applications of research-based procedures by professionals and paraprofessionals working with families of young children with handicaps.
METHOD: Subjects include 60 families with young children, ages 2 to 6 years, who have moderate to severe handicaps, and 39 professionals and paraprofessionals (e.g., teachers, classroom aides, speech clinicians) who work with these families. The study will develop a methodology for training parent trainers to instruct parents in milieu language teaching techniques. Content for the training was determined by an earlier qualitative study of adult-to-adult instructional behaviors. The interactions of groups consisting of parent, child, parent trainer, master trainers, and observer will be videotaped and analyzed in terms of such trainer behaviors as rapport-building, clarity of instruction, coaching, and feedback. Particular attention will be paid to the accuracy of the content in the parent training. The project will adapt this microteaching format for use in a workshop setting, where participants will bring case studies and videotapes for analysis and review, and will receive assistance in planning, training, and follow-up. The effects of milieu language teaching on children will be examined.

Research and Demonstration Project to Improve Functioning in Families with Learning Disabled Children

Research and Demonstration Project — Funding Period: 1986-89
Principal Investigator: Peggy Cvach — Telephone: (703) 893-6061
Fiscal Agency: Interamerica Research Associates (McLean, VA)

PURPOSE: To develop three curricula about social skills development for persons with learning disabilities, age 3 to 25 years.
METHOD: The curricula are based on needs assessment data collected from parents via the TAPP network, and focus on three separate age groupings. The curriculum for parents of young children, age 3 to 8 years, with learning disabilities provides basic behavior management strategies (e.g, following directions. understanding rules, talking over differences without getting angry) which help parents change their own behavior, as well as that of their child; this curriculum is available. The curriculum for parents of children age 8 to 15 years with learning disabilities focuses on behavior management strategies, problem-solving skills, and coping mechanisms, and is being field-tested in preparation for dissemination. The curriculum for adolescents and young adults with learning disabilities, age 15 to 25 years, emphasizes social and communication skills, as well as vocational and transition issues related to the move from school to adult life. The project is developing a resource bank of written information, curricula, and training materials related to the topic of learning disabilities

Using the P.L. 89-313 Program to Promote Community Placement: A Survey and Analysis of Statutory Provisions That Facilitate Transfers to Local Education Agencies

Innovative Research Project — Funding Period: 1988-89
Principal Investigator: Mary Fisher — Telephone: (703) 683-5586
Fiscal Agency: The Association for Persons with Severe Handicaps (TASH)--Office of Government Relations (Alexandria, VA)

PURPOSE: To identify practices related to the use of P.L. 89-313 funds that have resulted in the successful educational placement in their home school district of children, birth to age 21 years, with severe and profound handicaps.
METHOD: The project is being conducted out of the TASH Office of Governmental Relations in Alexandria, VA. Information will be collected for all 50 states and the District of Columbia through utilization of the local chapter network of The Association for Persons with Severe Handicaps (TASH). Interviews and questionnaires will be used to obtain desired information from designated representatives of state education agencies and local education agencies. Anticipated outcomes include increased knowledge and awareness by parents and local education administrators concerning the content of P.L. 89-313; identification of factors that may predict community educational placement; and a comprehensive and objective data base for those interested in creating policy changes in the P.L. 89-313 program. The project will make this information available to all states, particularly those which have not yet employed transfer funds to promote community placement.

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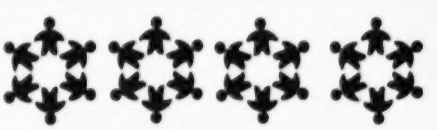
National Early Childhood Technical Assistance System
CB# 8040, 500 NCNB Plaza
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599